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ABSTRACT

A consulting firm's plan for reorganizing the administrative structure of the School City of Hammond and a proposed administrative salary schedule are outlined. Fifty-nine administrative positions are described and placed in position according to a plan presented in thirty-one recommendations that reduce total administrative costs. The administrator salary schedule is based on data that assess the person and position according to eight factors: accountability, decisionmaking, knowledge and experience, number of students and staff, working relationships, public involvement, and amount of budget. Tables and charts illustrate the recommendations. (DW)

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The School City Of Hammond Administrative Reorganization And Rate Structure Study

1974

EA 006 933



**REPORT ON AN
ADMINISTRATIVE REORGANIZATION AND
RATE STRUCTURE STUDY FOR
THE SCHOOL CITY OF HAMMOND**

Conducted for:

Board of School Trustees

Mr. Alfred J. Kuhn, President

Dr. David P. Cooley, Vice President

Mrs. Lois E. Bell, Secretary

Mr. Richard J. Schreiber

Mr. Max H. Mason

Dr. Albert L. Kaye, President '73-'74

Superintendent

Dr. Wayne M. Carle

Conducted by:

R. O. Spalding and Associates
School Management Consultants
Fremont, Indiana

R. O. Spalding and Associates

SCHOOL MANAGEMENT CONSULTANTS

P. O. Box 660

FREMONT, INDIANA 46737

219-495-5905

August 5, 1974

Board of School Trustees
School City of Hammond
1915 Hohman Avenue
Hammond, Indiana 46319

Dear Board Members:

Attached is the final report on our Administrative Reorganization and Rate Structure Study for the School City of Hammond. If adopted, the reorganization recommendations will strengthen the corporation's organization and will provide, at a slightly lower cost to the General Fund, a more effective administrative team to meet future challenges. The new rating scheme will eliminate inequities which have existed, for some time, in the corporation's administrative rate structure.

We urge you, as a Board, to adopt this reorganization plan and the subsequent job ratings, as soon as is practical. The rating plan should be installed whenever the reorganization recommendations are implemented, and the ideal time for its installation would be a date on which salary schedules are due for a change.

We wish to thank members of your administration for the whole-hearted cooperation extended to us during this study. If we can be of further assistance in interpreting the results of this study, please do not hesitate to call on us.

Sincerely yours,

R. O. Spalding

R. O. Spalding

ROB:gc

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REPORT ON AN ADMINISTRATIVE REORGANIZATION AND RATE STRUCTURE STUDY FOR THE SCHOOL CITY OF HAMMOND

SECTION I - BACKGROUND

The School City of Hammond's administration has, for some time, desired a complete study of its salary rate structure by an outside agency, in order to eliminate certain inequities which have developed over the years. Interest in such a study gained fresh impetus when a new Superintendent took office in the fall of 1973. He and his staff also felt the entire administrative organization should be studied, to insure that the challenges of the future could be met with maximum effectiveness and efficiency. Our firm has worked extensively in the organization and rate structure fields in both Ohio and Indiana school systems. In December of 1973, after making a presentation concerning this work, we were asked to submit a proposal for a complete organization and rate structure study of all administrative positions. This proposal was presented on December 14, 1973, and was accepted by the administration and Board early in February. Work began on the study in early March, 1974.

It was decided, at the outset, to conduct the organization study first, interviewing incumbents of all the administrative positions, before proceeding to establish a rating plan and to overhaul the corporation's administrative rates. In the next section, appraisals of the current organization, which were formed after interviewing the following individuals, will be discussed.

INTERVIEWS

PRINCIPALS		
High Schools		4
Middle Schools		4
Elementary Schools		9
ASSISTANT PRINCIPALS		
High Schools		1
Middle Schools		1
DEANS		
High Schools		2
SUPERVISOR OF COUNSELORS		
High Schools		1
CENTRAL OFFICE		
All Administrative Jobs (see page 29)		37
Total		59

SECTION II - APPRAISAL OF CURRENT ORGANIZATION

First, we were very impressed with the educational programs offered by the School City of Hammond, both regular and special. We were also impressed with most of the physical facilities which support these programs. The stratification on Elementary, Middle and High School levels, while not yet entirely complete, seems to be meeting the educational needs of the corporation's students, very well. However, the High School administrative team has been weakened, somewhat, by the inclusion of two quasi-administrative positions, namely, Dean and Supervisor of Counselors. They are weakening influences because the incumbents perform some administrative functions, yet are members of the teacher's bargaining unit and, therefore, cannot participate fully in the administrative effort.

Additional administrative assistance should be provided in certain Middle Schools, although the administrative team generally functioned well on this level. Again, on the Elementary level, the administrative effort should be bolstered in certain very large schools, to promote its maximum efficiency. With declining enrollments and some classrooms becoming vacant on all levels, further school consolidations could be effected, to more fully utilize the corporation's facilities and administrative manpower. Furthermore, the Board has requested completion of the Middle Schools' formation, expressing particular concern about the combination of Middle and High School at Gavit.

Certain reorganization should be accomplished among the Central Office administrative positions, in order to use that staff more effectively and efficiently. In some areas, serious staff deficiencies were evident, while other areas were overstaffed, considering the current trend toward accountability and decentralization. Having determined all these needs for administrative reorganization, it seemed appropriate that our firm's recommendations relating to organization should be presented for implementation prior to application of the new rating scheme.

SECTION III - RECOMMENDATIONS FOR REORGANIZATION

These recommendations will fall into three separate categories, as follows:

1. Organization of the Central Office administrative staff. This category will, in turn, be divided into three parts:
 - a. Superintendent's Office - Recommendations 1 through 3.
 - b. Curriculum and Instruction - Recommendations 4 through 11.
 - c. Business and Management Services - Recommendations 12 through 22.
2. Organization of the administrative teams in the schools - Recommendations 23 through 30.
3. Organization of the schools themselves (boundaries and academic level) - Recommendation 31.

The new Central Office administrative organization resulting from implementation of the first twenty-two recommendations is illustrated by the charts presented on the next three pages. These charts relate to the three Central Office administrative divisions listed above and are presented in that order.

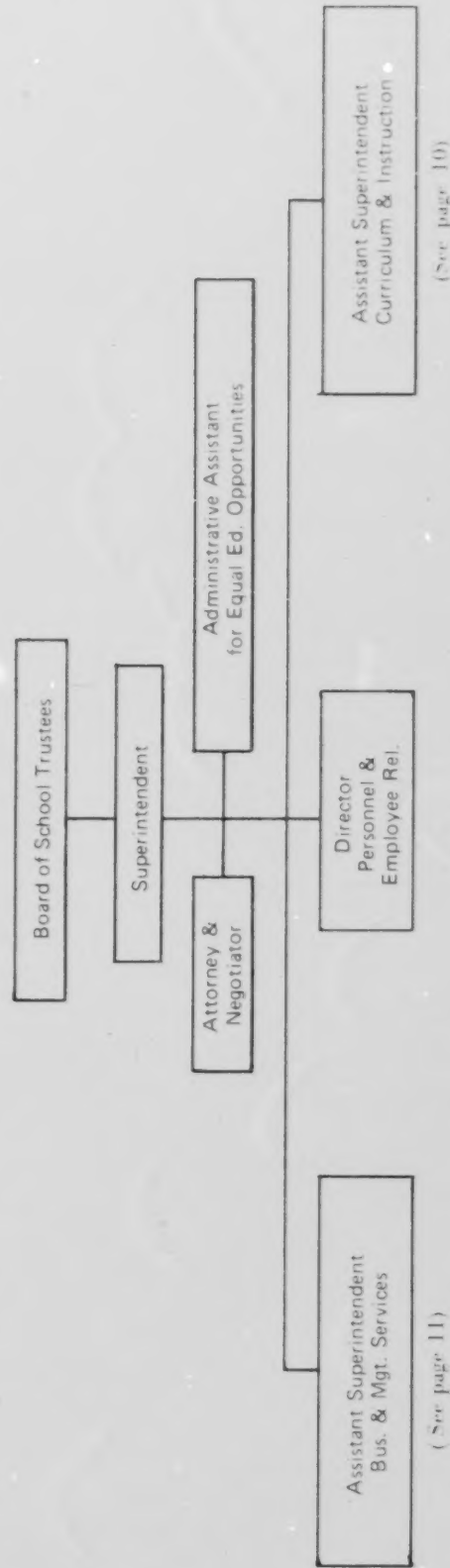
RECOMMENDATIONS CONCERNED WITH THE SUPERINTENDENT'S OFFICE

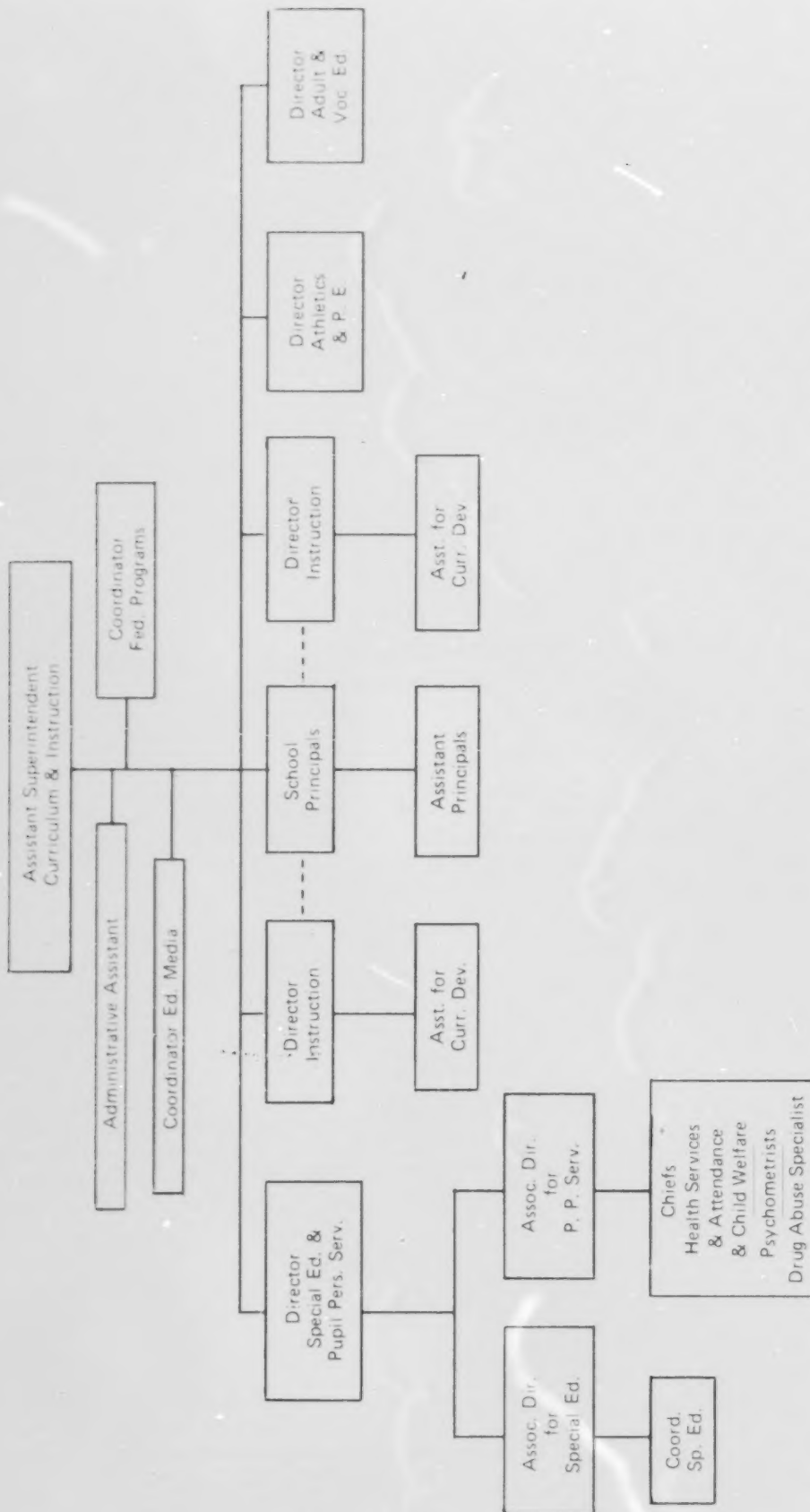
RECOMMENDATION 1

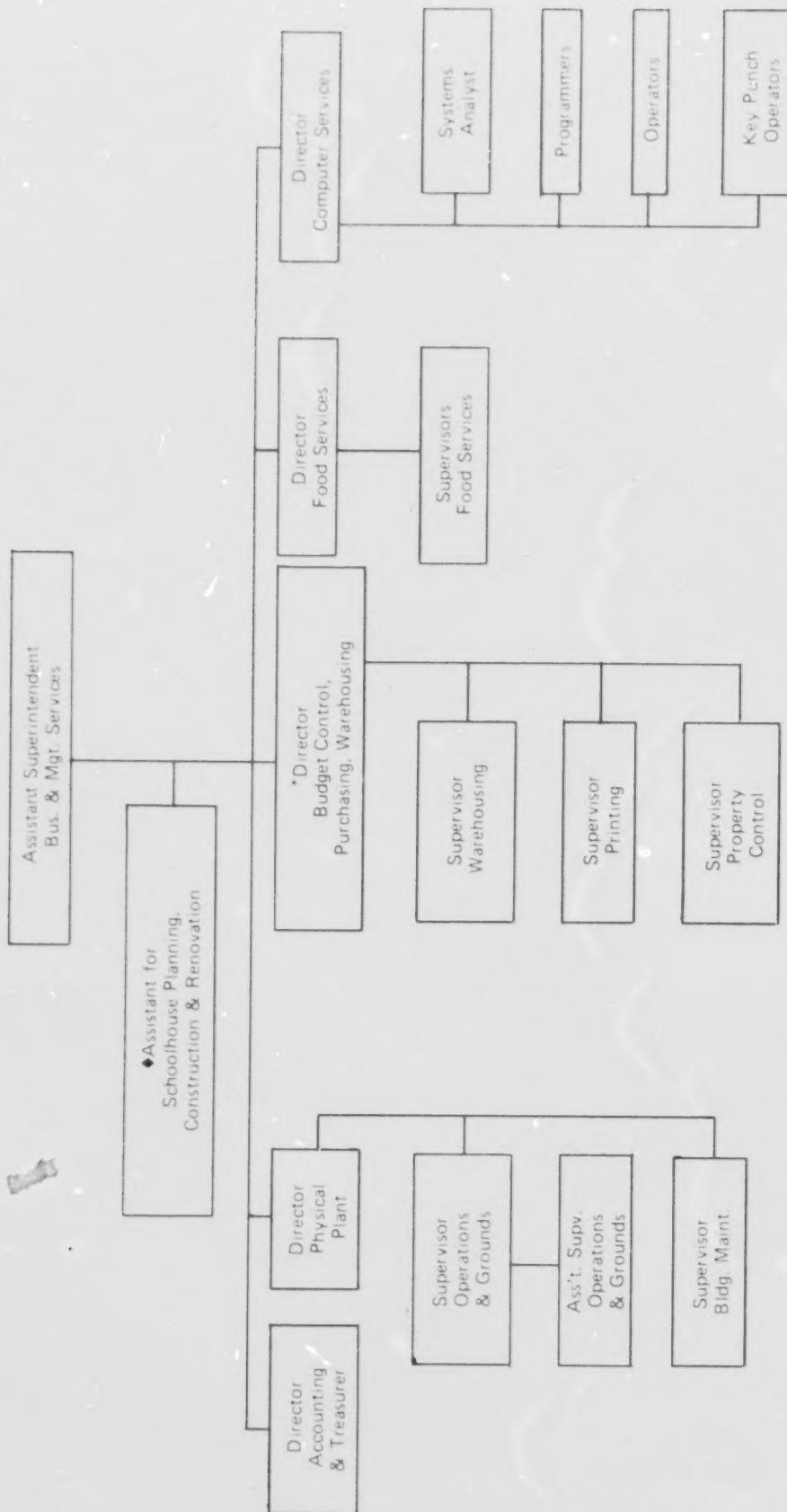
Change the title of Advisory Specialist to "Administrative Assistant for Equal Educational Opportunities".

The incumbent in this position has, indeed, been operating as an administrative assistant to the Superintendent in the entire field of human relations. For three years, his salary has been paid by a human relations-oriented Title IV project which he has been supervising. Federal funds will, no doubt, continue to support this type of program, but may be decreased in future years. We recommend that the Board make a commitment to continue the work in this area and assume part of this position's salary. The Board's share of the expense probably would be in the range of \$2,000-\$4,000, in the coming year, and might increase in ensuing years.

SCHOOL CITY OF HAMMOND PROPOSED ORGANIZATION CHART







♦ Also would act as OSHA Safety Director.

* Also Assistant Treasurer.

RECOMMENDATION 2

Change the reporting structure so the Director of Personnel and Employee Relations reports directly to the Superintendent.

With implementation of this recommendation, the incumbent will be able to service both the business and financial and curriculum and instruction areas more effectively. Actually, for all practical purposes, this reporting relationship already exists on an informal basis. In other words, this Director often seeks the Superintendent's advice and is counseled by him.

Investigation revealed that the Director and his staff are extremely overloaded by performing both Certified and Noncertified personnel functions in addition to overseeing employee relations and all the other personnel activities required by the School City of Hammond. Therefore, we further recommend that an additional employee be obtained for the Director's staff, on at least a half-time basis, to assist in discharging all these responsibilities. A good source of candidates would be the Principals of smaller schools, one of whom could fill this personnel position on a part-time but full-year basis, in addition to his regular position. This arrangement has been followed on an informal basis in the past, but we recommend that one person be assigned to fill the position regularly and, thus, acquire the experience that consistent, continuous job performance would provide. An experienced assistant such as this would furnish the administrative depth any department should possess.

We also recommend that one of the Executive Secretaries (formerly the Associate Superintendent's secretary) report directly to the Director of Personnel, in a coordinating position over the entire School City of Hammond secretarial and clerical staff. She could also coordinate the new Substitute Service which will be recommended next. It should be understood that she still would be expected to devote one-fourth to one-half of her time toward sharing the secretarial workload in the Superintendent's office.

RECOMMENDATION 3

Establish a central substitute service for both Certified and Noncertified school positions.

The study revealed much duplication of effort by Principals arranging for substitutes in their schools. Frequently, they call the same substitutes because they have no knowledge of each other's requests. Most large school systems within our firm's acquaintance maintain a central substitute service which operates very efficiently. Therefore, we recommend the establishment of such a service in School City of Hammond. First of all, a Code-a-phone (an automatic telephone-answering device) should be installed in the Personnel Department so employees can "report off" during hours when the office is closed, if necessary. Then, the answering station should be manned, beginning at approximately 6:00 A.M., so all vacancies can be filled by class starting time. We recommend that one part-time employee be assigned to this job. If the volume of requests proves too heavy for one person to manage, a second employee could be assigned. We further recommend that these part-time jobs be developed in combination with already-existing jobs.

Another method of providing a substitute service, which has been observed in operation in an Ohio school district of approximately the same size as Hammond, involves the maintenance of a Code-a-phone in a secretary's home. Under this arrangement, the secretary remains at her home, monitoring calls and placing substitutes until approximately 9:00 A.M., when all requests have been satisfied and she leaves for her work at the Administration Building. Because she must begin her work quite early in the morning, she is excused from the office, early in the afternoon, when she has performed a total of eight hours' work. This arrangement eliminates the necessity of opening the Administration Building at 6:00 A.M. and is very convenient for the employee performing the job. As mentioned

under the above recommendation, the coordination of this entire operation, wherever it is located, should be given to the Executive Secretary who is responsible for coordinating the Secretariat and Clerical Staff. It should be her responsibility to develop substitute lists, in collaboration with the Director of Personnel, to perform the actual interviewing, screening and hiring of candidates and to provide day-by-day supervision of the operation.

RECOMMENDATIONS CONCERNED WITH CURRICULUM AND INSTRUCTION

RECOMMENDATION 4

Appoint another Director of Instruction.

At the present time, there is a Director of Elementary Education, but no Director of Secondary Education. We recommend that another Director be appointed and the present Director of Elementary Education's title changed to "Director of Instruction", so there will be two co-equal Directors reporting to the Assistant Superintendent for Curriculum and Instruction. Three alternatives for dividing responsibility between these Directors should be studied:

1. To follow the present format which divides responsibility between the Elementary and Secondary grade levels. Under this arrangement, the Directors would supervise both curriculum and administrative matters for their schools.
2. To divide the workload by grouping the corporation's schools into two geographical areas. The High Schools and their feeder Middle and Elementary Schools could be divided between two regions, so each Director of Instruction would be responsible for one of the regions. Again, under this arrangement, the Directors would supervise both curriculum and administrative matters for their schools.
3. To divide the workload so one Director would be responsible for the administrative management of all schools, while the other Director would concentrate on curriculum development for all schools.

The addition of another Director is being recommended because the study revealed that the Assistant Superintendent for Curriculum and Instruction had entirely too many positions reporting to him and, therefore, too wide a span of control. He has had help in the Elementary, Special Education and Vocational areas from Directors who are very effective in their fields. However, the position of Director of Secondary Education has been vacant for some time, and there is a definite need for another Director in the School City of Hammond. In fact, the interviews with High School Principals confirmed this need.

RECOMMENDATION 5

Assign responsibility for school management to the Assistant Superintendent for Curriculum and Instruction.

During the study, it became evident some Principals were confused concerning which administrator they should report to. As illustrated on the organization chart on page 10, we recommend that the Principals' direct superior be the Assistant Superintendent for Curriculum and Instruction. However, Directors of Instruction and the Principals are connected on the chart by dotted lines. This means that practically all of the day-by-day decisions concerning administration and curriculum will be made in contacts between the Principals and the proper Director of Instruction. However, if a

decision of sufficient importance faces a Principal, he should feel free to contact his direct superior, the Assistant Superintendent. It also should be understood that the Principal may consult with the Assistant Superintendent for Business and Management Services, or Directors in the Business area, when business problems arise, just as he may consult with the Director of Personnel and Employee Relations on all matters relating to personnel. Furthermore, if a matter of extreme importance to the entire school corporation is involved, he should have no hesitation in contacting the Superintendent, always keeping his superior, the Assistant Superintendent, fully informed. In other words, the Principal is the chief operating officer of the school, and he should feel free to contact his superior, or administrators on his superior's level, whenever a problem arises. However, it should be re-emphasized that practically all of the normal daily contacts involving administration or curriculum would be with the Directors of Instruction.

RECOMMENDATION 6

Eliminate the Central Office subject Coordinators and transfer their major responsibilities to the Directors of Instruction before the beginning of the 1975-76 school year.

Over the past few years, as incumbents in Central Office subject Coordinator positions retired or were moved to other tasks, the positions were left unfilled. Six subject Coordinators now remain, one of whom works only half-time as Coordinator. They are in Social Studies, Foreign Languages, Music, Art, Science and Physical Education. Out of necessity, some of these Coordinators have become generalists and increasingly, they have been expected to accept any assignment given them by the Assistant Superintendent. Most of them are spending only twenty-five to fifty per cent of their time in their own subject area. Since more and more autonomy is being given to the Principals in the individual schools, the need for these Central Office Coordinators has diminished. In other words, the Principal tends to work with his own professional staff much more than with these subject Coordinators. Many of the administrators interviewed stated that School City of Hammond ought to either strengthen these positions, by giving them more authority, or eliminate them altogether. Because responsibility and accountability are being decentralized, it is our recommendation that the positions be abolished completely by the 1975-76 school year. Furthermore, we recommend that the phase-out of these positions be started during the 1974-75 school year and that the incumbents assume a partial teaching load in September, 1974. We also recommend that these Coordinators' salaries not be lowered during the phase-out year, giving both administration and incumbents a full year in which other job opportunities might materialize, thus easing the impact of this reorganization.

RECOMMENDATION 7

Appoint two Assistants for Curriculum Development who will report to the Directors of Instruction.

These individuals should be generalists who could be given assignments in any subject area and could oversee committees of professional personnel from the schools, charged with the city-wide coordination of curriculum matters. These Assistants also could work on special assignments from the Directors of Instruction and the Assistant Superintendent of Curriculum and Instruction.

RECOMMENDATION 8

Create the position of Administrative Assistant to the Assistant Superintendent for Curriculum and Instruction.

The Assistant Superintendent needs someone to whom he can give all types of general assignments in either the administrative or curriculum areas of instruction. These assignments might include pub-

lic relations, trouble-shooting in sensitive areas, development of new curriculum policy, research necessary to curriculum development and other special assignments. This Assistant could also be used occasionally by the Superintendent, particularly for public relations assignments, as the School City of Hammond tries to project a better public image.

RECOMMENDATION 9

Establish a new position of Coordinator of Federal Programs.

Various top administrators, particularly the Assistant Superintendent for Curriculum and Instruction, have to perform too many detailed tasks connected with the proper administration of Federal programs. The School City of Hammond now spends approximately \$1.5 million annually in these programs; therefore, a full-time Coordinator should be appointed to manage them. The experience of other school systems in Ohio and Indiana has indicated that this is the most practical means of supervising Federal programs. These programs require much special attention, many contacts with the State Department in Indianapolis and the preparation of numerous reports to both State and Federal government. Because the programs are special and change frequently, they also require a tremendous amount of organizational effort. The Assistant Superintendent could still determine policy guiding the selection of programs, but someone else is needed to perform the organizational work and oversee the many details involved.

The new Coordinator's salary could be charged directly to the Federal programs, according to the percentage of his time spent on each program. This is the procedure followed in many other school systems and is a well-accepted practice. In fact, these programs should stand on their own and not drain dollars from the General Fund. School City of Hammond has charged few applicable administrative costs to the Federal programs. We recommend that it begin charging all such costs, immediately, so effort and funds will not be diverted from the regular school program.

RECOMMENDATION 10

Eliminate the directorships in all pupil personnel service areas, namely, Psychological Services, Guidance and Testing, Health Services, Attendance and Child Welfare.

Coordination has been poor, and sometimes nonexistent, in the pupil personnel service areas. Over the years, individual directorships have evolved which, we feel, are entirely unnecessary. This whole group of services should be well-coordinated under one director, with "lead" or "chief" positions to oversee specific services, if necessary. This leads to the next recommendation.

RECOMMENDATION 11

Establish a combination directorship for special education and pupil personnel services under the Assistant Superintendent for Curriculum and Instruction.

Much coordination is needed between pupil personnel services and special education in order to identify, and, then, treat problems requiring special education. Many school districts have combination departments which provide both special education and pupil personnel services, and we are recommending such an arrangement for Hammond. We further recommend that two associate directorships be established, one for special education and one for pupil personnel services, reporting to the director of both. As discussed in the previous recommendation, the appointment of chiefs of

individual services could follow, when warranted. Incidentally, we recommend that no such position be established in the Psychological Services area, since there are only three Psychometrists, and they should be dispersed throughout the corporation, in separate schools. Their records, which are very sensitive, should be kept in the office of the Director of Special Education and Pupil Personnel Services and maintained by his secretary. We recommend that there be a chief for Health Services, serving on a half-time basis, as does the present director, to coordinate the schools' health services with those of the community. Furthermore, there is sufficient need for coordination in the Attendance and Child Welfare area to warrant appointment of a chief. The guidance and testing activities for the school corporation, which have been a one-man job in the past, should be assumed by the new Associate Director of Pupil Personnel, with the help of secretarial and clerical personnel as needed.

RECOMMENDATIONS CONCERNED WITH BUSINESS AND MANAGEMENT SERVICES

RECOMMENDATION 12

Establish a new position, "Assistant for Schoolhouse Planning, Construction and Renovation", reporting directly to the Assistant Superintendent for Business and Management Services.

With the construction program that is underway at the present time (particularly the three new projects at Clark, Franklin and Columbia), this new position is mandatory. In fact, in the past, the Director of Plant Operation and Maintenance has had to devote time to such activities, thus detracting from his supervisory efforts in the very important area of physical plant. Also, he has had to draw help from the regular school staff, during the summer, in order to try to keep abreast of normal maintenance and operations requirements.

The new Assistant would oversee all contracted construction jobs and any planning for renovation or new construction. He would serve as liaison between the school corporation and outside contractors, and work very closely with them and the architects during construction. He would be responsible for inspecting and approving all work before claims could be honored. He would also make all necessary contacts with state and city officials regarding construction matters, such as the State Department Schoolhouse Planning Division staff, obtaining their recommendations and approval for all new projects.

He would work in close collaboration with the Assistant Superintendent, accepting from him special assignments, relevant to his position. For instance, he could be the Superintendent's arm in inspecting the various school corporation facilities for goodhousekeeping. In other words, he should make periodic, unannounced visits to the buildings and review the plant operation and maintenance program with a formal, mutually-approved checklist. Such audits would be very valuable to the new Director of Physical Plant, whose position will be discussed in the next recommendation. He would also serve as the Safety Director for the school corporation's operations and maintenance activities, conducting correspondence with OSHA and making inspections according to that organization's new regulations.

RECOMMENDATION 13

Appoint a Director of Physical Plant, responsible for all plant operation and maintenance, and realign his department's supervision.

This position would correspond somewhat to the present Director of Plant Operation and Maintenance, although the incumbent would concentrate solely on operations and maintenance, leaving all construction, renovation and planning for them to the new position described in the previous recommendation. At the present time, there is only one other supervisor in the operations-maintenance

area, the Assistant Director for Plant Operation and Maintenance. As will be mentioned later, the study revealed supervisory deficiencies in this area. Therefore, we recommend a division of responsibility between operations and maintenance, with a Supervisor for each. We further recommend an Assistant Supervisor on the operations side, who would work the same shift as the night custodial staff, thus providing badly needed supervision during these hours. The two new positions should be filled by a realignment of operations and maintenance staff, so no additional cost is incurred.

RECOMMENDATION 14

Add a staff of electricians and plumbers to perform most of the normal electrical and plumbing work.

Currently, all work in these two categories is delegated to outside contractors. In fact, a contractor's plumbers actually have a work area at the School City of Hammond warehouse, similar to the corporation's own carpenters' and painters', and, for all practical purposes, operate as though they were on the school corporation staff. Listed below are last year's expenditures for electrical and plumbing work and projected expenditures for this year, based on actual performance during the first quarter.

EXPENDITURES FOR CONTRACTED PLUMBING AND ELECTRICAL WORK

	1973	Projected 1974
Plumbing	\$90,186	\$124,256
Electrical	50,579	62,400
Total	\$140,765	\$186,656

The Table below presents estimates, prepared by School City of Hammond personnel, of annual operating costs necessary to perform all of the work in-house, including depreciation on added equipment, the addition of 4½ men at current wages, plus fringes, and all operating expenses and supplies. These are followed by savings estimates.

ESTIMATED EXPENDITURES AND SAVINGS ON IN-HOUSE PLUMBING AND ELECTRICAL WORK

Plumbing	\$77,980
Electrical	55,920
	\$133,900
Gross Savings (Projected '74 expenditures, less above costs)	\$52,756
Allow for Contingencies	5,756
Net Annual Savings	\$47,000
One-time expenditures, first year, for equipment and tools	\$10,700
First Year's Savings	\$36,300

Because its expenditures on plumbing and electrical contracting are rising, we recommend that the school corporation acquire its own staff to perform this work and, thus, effect substantial savings. After all, the contractor's labor costs are as high as the school system's and he must build profit into his billing. We estimate the school corporation could save approximately \$36,000 the first year and at least \$47,000 in subsequent years, if this recommendation is implemented.

RECOMMENDATION 15

Develop an improved system of maintenance scheduling and costing.

As part of this study, scheduling procedures for maintenance were reviewed, because one of the complaints heard most frequently in the interviews with Principals and other administrative personnel concerned the poor system of maintenance scheduling. The interviewees produced many work orders that were entirely too old; either the work should be performed or the orders should be cancelled. For instance, one window in an Assistant Principal's office was still boarded up after being broken at least eighteen months ago. A review of the system revealed that scheduling responsibility was delegated to the foreman of the particular craft involved, with no provision for assignment of priorities other than the emergency procedures. In fact, none of the craft foremen fully realized the extent of the backlog of work in their area, nor the man-hours required to keep abreast of the requests for maintenance. We recommend that study be given to maintenance scheduling, so priorities can be established by the new Supervisor of Maintenance and work schedules maintained. Also, a system of job costing should be developed, which eventually would be computer-oriented and coordinated with the new financial system.

RECOMMENDATION 16

Develop a program for improved grounds maintenance and assign definite responsibilities in this area.

Of the nineteen school buildings visited during the interviews, practically all suffered from inferior grounds-keeping. Many buildings were well-maintained on the inside, but their outward appearance and that of the grounds left much to be desired. Since a visitor's first impression is what he sees on the outside, we recommend that a program be developed, as soon as possible, for improvement in this area. We suggest the Principal be given written authority to correct the deficiencies. He should work with his head custodian, who also should be similarly notified that he is to share responsibility for maintaining the school grounds. If the Principal will insist on cleanliness in this area, and if definite procedures are established, the offending sights can be eliminated -- and at little or no cost.

RECOMMENDATION 17

Appoint the Director of Accounting as Treasurer of the school corporation and the Director of Budget Control, Purchasing and Warehousing as Assistant Treasurer.

At the present time, the Director of Accounting, for all practical purposes, is fulfilling the role of Treasurer for the school corporation. He receives all revenues and performs all banking activities. Therefore, he should be appointed Treasurer and continue to seek the advice of his superior, the Assistant Superintendent for Business and Management Services, on any matter of great importance.

in this area, especially in the investment program. Appointing the Director of Budget Control, Purchasing and Warehousing as Assistant Treasurer would relieve the Assistant Superintendent of one more detail and permit him to concentrate on more important matters.

RECOMMENDATION 18

Reinstate a warehouse inventory control system which would be computer-oriented.

The School City of Hammond had such a computer-oriented system in operation in 1970. In fact, the computer printouts from this operation are still on file. It was discontinued because the former computer was replaced with one for which no programming was available for this application. Since then, the warehouse has operated without any kind of inventory record system. The computerized system should be reinstalled as soon as possible, in order to provide records for the proper control of inventory. Such control is extremely difficult to obtain under present conditions, when the only records available are the amounts of purchases during the previous year. We also recommend that another school system's inventory control system be adapted, in order to save systems and programming time in the School City of Hammond. We could recommend several with which our firm has had experience.

RECOMMENDATION 19

Develop a modern, budget center-oriented financial accounting system as a first step toward establishing the State-mandated Planning, Programming, Budgeting System.

The Assistant Superintendent and the Director of Computer Services have already begun work on this project. It is hoped that an existing system in another school corporation, namely, South Bend, can be adapted, thus saving one-to-two years' development time. It is also hoped that this system can be operational in the fourth quarter of this year, so it can be incorporated in the financial control work in the budget for 1975.

RECOMMENDATION 20

Expand the budget responsibility of Principals and department Directors to encompass, eventually, all elements of cost, including staffing, maintenance, utilities, materials, supplies, etc.

As the new financial system is implemented so definite costs can be determined in each school building and Central Office department area, more and more budget responsibility should be given to the Principal and/or department head. With this authority, they should be able to effect a better match between resources and needs. Overall guidelines would be required for their direction, and this expansion of responsibility must be accomplished slowly and in an orderly fashion, but school system management will be improved in direct relation to the flexibility permitted Principals and department heads.

RECOMMENDATION 21

Contract with South Bend Community Schools for data processing services via a remote job entry terminal.

This study assignment included a request for an analysis of the School City of Hammond's data processing operation, with the objective of formulating recommendations for improvement. This analysis, made in cooperation with the Director of Data Processing and the Assistant Superintendent for Business and Management Services, reveals that the current operation is very limited in scope and is not furnishing all the applications needed by the school system. For instance, as indicated in other recommendations, there is need for:

- A more modern financial system, budget center oriented.
- An inventory control system for the warehouse.
- A pupil accounting system, based upon a complete pupil records file containing all personal data as well as a cumulative student record.
- A complete Certified and Non-certified Personnel record system.
- Census files to furnish quick and accurate information necessary for boundary line adjustments.

The school corporation's data processing costs are approximately \$8.50 per pupil, while the average in the other school systems, with which our firm is familiar, is in the neighborhood of \$6.00 or \$7.00. Furthermore, in our opinion, a school system cannot support a full-blown data processing operation unless its student base numbers at least 60,000.

Our firm is a strong believer in the regional solution to fulfillment of smaller school systems' data processing needs. During the past ten years, South Bend Community Schools has developed one of the finest regional data processing center operations with which we have become acquainted through various consulting assignments. This center has a staff of approximately forty and an annual operating budget close to \$700,000. It is servicing twelve school corporations, as well as the City of South Bend and St. Joseph County. It has three computers, two of which are used for central processing and a third for communications. Its computer hardware is currently being further updated in order to increase teleprocessing capabilities.

The above center's manager has collaborated in preparing cost estimates for implementing this recommendation, which involves installing a remote job entry terminal in the School City of Hammond and linking it to the center in South Bend via a dedicated, leased telephone line. Hammond would still be responsible for its own operation and would prepare its own data for transmission to South Bend, where computer time would be available to process the information. The processed information then would be sent back to Hammond and printed on the terminal, in a manner similar to the printing operation of the present Hammond computer. Under this arrangement, Hammond would have access to the power of a large computer and, yet, be able to share its expense with many other users, thus reducing the cost. On the next page is a comparison of the present data processing budget with that of the proposed terminal operation. Costs have been estimated generously for the latter, so that savings projections would be conservative. There is a real possibility that, after the first year of operation, further reductions totaling \$10,000 - \$15,000 could be realized in manpower and/or computer time costs.

ANNUAL COSTS OF PRESENT VS. PROPOSED DATA PROCESSING OPERATIONS

	Present Budget	Proposed Budget
Salaries	\$ 84,500 (7 employees)	\$ 56,500 (5 employees)
Fringes (@ 15%)	12,700	8,500
Computer Rental	51,000	
Peripheral Equipment (OpScan and Keypunch)	12,500	12,500
Supplies	15,000	15,000
Terminal		10,500
Telephone Line Time		4,000
Modems (to connect terminal, tel. line & computer)		6,800
Computer Time Charge and Programming (South Bend)		35,000
Totals	\$175,700	\$148,800

Savings = \$26,900 or 15.3 percent.

Under the proposed arrangement, costs not only would be lower, but they also should be more stable, in the future, because the more users sharing a computer, the better its utilization, and the better the utilization, the lower are overall costs. For instance, South Bend Community Schools' share of their center's budget is only about \$230,000, or approximately \$6.75 per student for the complete line of applications Hammond eventually must have. But lower costs are not the only dividend. A major advantage, perhaps even outweighing costs, is access to the knowledge, experience and software (computer programs) of a computer center which has been operating successfully for more than ten years. The South Bend center already is running all of the applications listed above, and Hammond could save up to fifty or sixty man-months of programming by taking advantage of this software. Furthermore, it should be noted that in the above cost estimates, the full-time services of an experienced South Bend programmer have been included in the computer and programming charges. The experience of this individual, working with a proven system, would constitute still another major advantage to Hammond.

After the Administration of the School City of Hammond has had an opportunity to study this recommendation, we suggest that the Superintendent, Assistant Superintendent and the Director of Data Processing approach South Bend Community Schools through its Data Processing Manager, who will involve the South Bend Business Manager and Superintendent. To insure successful implementation of our recommendation, South Bend would have to make a real commitment to Hammond. We recommend that any agreement between the two corporations be buttressed by a contract which would be effective for at least three years. To be fair to both parties, the contract should stipulate that, after one year of operation, all costs would be reviewed in the light of actual experience and adjusted upwards or downwards, if necessary.

We further recommend that School City of Hammond investigate the possibility of obtaining money under a Federal project, such as a Title III program, to pilot the above remote job entry terminal arrangement with South Bend. The State Department of Public Instruction has granted several Title

III projects to large Indiana cities for developing various data processing applications for eventual dissemination throughout the state. Since this is a new mode of operation which holds much promise for the future development of regional centers, a Federal grant should be a good possibility.

Our firm is convinced that the School City of Hammond's future in data processing would be greatly enhanced by implementation of this recommendation.

RECOMMENDATION 22

Purchase the OpScan equipment now being leased.

The School City of Hammond now uses OpScan equipment for many of its student data processing applications and will continue to use it, even if the preceding recommendation is implemented. This equipment is being leased for approximately \$11,000 per year, including maintenance. Recently, the Optical Scanning Corporation offered a lease-purchase plan to School City of Hammond, under which the equipment could be bought, outright, for \$15,990. This amount would be due in three installments: \$6,400 in 1974, upon acceptance of the agreement, and two \$4,795 payments in 1975. This offer could save the school corporation approximately \$4,700 over a three-year period, even with the additional cost of a full maintenance contract. If maintenance were contracted on a time-and-material-only basis, the savings might be even greater. We recommend the immediate purchase of this equipment, with the intention of using it for four or five years and, thus, increasing the savings still more.

RECOMMENDATIONS CONCERNED WITH SCHOOL ADMINISTRATIVE STAFF

RECOMMENDATION 23

Establish a shared principalship for Kenwood and Washington Elementary Schools, beginning with the 1974-75 school year.

The combined enrollment of these two schools is 538. Therefore, we recommend the establishment of a shared principalship in order to make the most efficient use of the corporation's administrative manpower. The Clark-Franklin combination has operated successfully for many years in north Hammond, so this other combination should be equally successful. Also, because falling enrollments have vacated several Washington classrooms, some special, city-wide, programs have been moved into this school. Therefore, we further recommend that additional special programs be moved into this centrally located, downtown, school as enrollments continue to decrease in ensuing years. Eventually, part of the building might be used as the educational media center for the School City of Hammond. The present center at the Morton High School stadium then could be used to expand the Warehouse and Maintenance areas. Expansion of these facilities is under consideration, and using part of the Washington building would eliminate most of the expense involved in such expansion.

RECOMMENDATION 24

Establish an assistant principalship at Edison Middle and Elementary School.

The study revealed Edison as the only Middle School without an Assistant Principal. One definitely is necessary to the proper operation of this school. It is impossible for a lone Principal to manage a Middle School adequately, with its complexities of age-group, program, staff and size, especially when it is operated as a combination school with elementary grades, and the total student population is over 900.

RECOMMENDATION 25

Assign additional administrative assistance to Spohn Middle School.

As indicated later in the Administrative Rate Structure portion of this report, Spohn's and Eggers' (the two large inner-city Middle Schools) Principals are the highest-rated Middle School Principals, because of the large enrollments and the special education and low-income students in these schools. At Eggers, additional administrative assistance has been provided through a second Assistant to the Principal. We recommend that this same type of administrative assistance be given to Spohn, also, since its situation is almost identical to that of Eggers.

RECOMMENDATION 26

Add additional administrative manpower to large Elementary Schools.

Several large Elementary Schools visited during the study were judged definitely understaffed, as far as administration was concerned. We recommend that some system be devised for adding administrative help to any Elementary School with an A. D. M. over 700, because no lone Principal can manage all the necessary duties and responsibilities in schools with an A. D. M. above this number. One approach to this problem would involve adding a half-time Assistant Principal. (One incumbent could work half-days in two of these schools.) Another approach would involve adding Cadet Assistant Principals, which would serve two purposes: (1) Increasing the administrative staff and (2) training future Assistant Principals. Still another approach would involve adding assistance by individuals in the student services area who would help with all types of student problems, including discipline. Each of these alternatives should be studied by the administration prior to presenting a plan to the Board, outlining criteria which should be used in adding administrative manpower to the large Elementary Schools.

RECOMMENDATION 27

Create a second Assistant Principal position to replace the Deans and Supervisors of Counselors in all High Schools, thus improving the coordination of all student services efforts in each building.

From interviews with Deans and Supervisors of Counselors, it became evident that these positions are quasi-administrative, even though the incumbents are, at present, members of the teachers' bargaining unit. They definitely are performing tasks which are supervisory in nature and, therefore, should be a part of the supervisory team. Hence, our recommendation for establishment of a second assistant principalship and abolition of the positions of Dean and Supervisor of Counselors. Furthermore, we recommend that the disciplinary duties now being discharged solely by the Deans be spread among all the administrators, so no one person shoulders this entire responsibility with all of its unpleasantness. The administrative team also can provide proper supervision for the Counselors, whose number should be determined by the enrollment and the Counselor-student ratio which has prevailed in the past in the School City of Hammond.

The present Supervisors of Counselors work a full calendar year. With the abolition of this position, no one in this field would need to work this schedule. Instead, all Counselors should work on the teacher contract year, with two weeks of extended time. However, one Counselor, who would be designated "Lead Counselor," should work four weeks' extended time -- one week after school closes and three weeks before it reopens -- to perform record-keeping and to process late enrollees. The length of contract year for the new Assistant Principal should be the same full-year schedule followed by the Principal and his existing Assistant.

The Principal and his two Assistant Principals, as a team, should share not only student disciplinary and Counselor supervision responsibilities, but also responsibility for curriculum supervision, scheduling, extracurricular activities and the many other assignments involved in school building management. All responsibilities should be divided among the team according to each member's peculiar talents and interests.

As the change concerning Deans and Counselors is effected, a paraprofessional should be added to prepare all Attendance reports and make most of the telephone calls required in this area. When difficult cases develop, they can be referred to the Assistant Principal responsible for the student involved.

RECOMMENDATION 28

Study the entire subject-department chairman area in order to recommend a more efficient form of organization.

Here, again, some incumbents are being used in a quasi-administrative capacity, which is actually contrary to the guidelines of the teachers' agreement. Indeed, some of these department chairmen are performing very vital administrative duties and, thus, furnishing extensive assistance to the administrative team. Others are contributing little or nothing to the management of their subject area. The number of teachers under each department chairman varies from four to twenty-two, depending on the subject area and the size of the school, and many of the chairmen obviously have been appointed on the basis of seniority and not necessarily for merit or job performance. They are given one period each day (or one-fifth of their time) as release-time in which to perform the duties of this position. If the cost of this time and the cost of the extra stipend accorded a department chairman are accumulated in the High & Middle Schools, the total is found to be \$125,133 per year. This amount, coupled with the shortcomings of the current mode of operation, is sufficient to warrant a study of these positions and their future role. Such a study should explore at least the following two alternatives, both of which assume the abolition of subject Coordinator positions in the Central Office as discussed under Recommendation 6.

1. Including the department chairmen as part of the administrative staff, to facilitate their supervision of the subject areas and to further enhance the value of their assistance to the Principal and the rest of his administrative team. This would require that they be removed from the bargaining unit and assigned definite administrative duties in addition to their teaching load. City-wide committees of department chairmen could be formed, then, by subject area and under the auspices of the Directors of Instruction, to coordinate curriculum development. The chairmanship of a committee could be rotated among its members every year or two. The interviews with school personnel revealed much sentiment in favor of this alternative.
2. Abolishing the department chairman positions and, in each High School, substituting one full-time "Curriculum Developer" who would be a member of the administrative team. The cost of this new position could be more than offset by eliminating the department chairman costs referred to above. Here, again, a city wide committee could be formed to coordinate curriculum development. One of the criteria for choosing a Curriculum Developer should be the particular subject expertise he could contribute, so all subjects could be represented on the city-wide committee.

Without further study, we cannot recommend a definite choice of alternatives, but this area is in sufficient need of improvement that it should be given serious study by the School City of Hammond administration.

RECOMMENDATION 29

Eliminate the High School Athletic Business Manager position and combine it with that of Athletic Director.

The study revealed that several High Schools had separate Athletic Directors and Athletic Business Managers, each of whom received his own stipend. Sometimes, there was very little contact or cooperation between the two. We recommend that the Athletic Director be given overall responsibility for the entire athletic program, including its business affairs, and that his stipend be increased to reflect the added responsibility. If necessary, paraprofessional help should be provided to aid him with the clerical work involved in his area.

RECOMMENDATION 30

Eliminate the principalship at Morton Elementary School.

Since Morton Elementary and Middle Schools are housed in the same building, we recommend eliminating the Elementary principalship and assigning supervision of the Elementary staff to the present Middle School administration. The Middle School Principal could assume this responsibility which would supplement his regular tasks in the Middle School. The School City of Hammond's administration currently is considering implementing this and Recommendation 23, and they may very well have been implemented by the time this report is published. Both will consolidate administration as student population is declining, thus freeing administrative manpower for a more efficient use.

RECOMMENDATIONS CONCERNED WITH SCHOOL BOUNDARIES AND ACADEMIC LEVELS

RECOMMENDATION 31

Study the reassignments necessary to complete the Middle School organization in the School City of Hammond.

The Board and administration are committed to the Middle School concept and want to take the final steps toward its implementation, as soon as is practical. At the request of parents, the Board has directed the administration to study the possibility of moving the seventh and eighth grades out of the combination Middle-High School at Gavit and reassigning their students to other Middle Schools in the area. In view of this expressed wish of the Board, the enrollments of all Middle and Elementary Schools in southern Hammond were checked as a part of our reorganization study. This investigation confirmed that, with the declining enrollments of the past three years and those forecast for the next three years, it would be possible to satisfy the Board's desire by reassigning students to existing schools.

Shown on the next page are the School City of Hammond student enrollments of the past six years and those projected for the next three years. These statistics furnish a clear indication of the trend and demonstrate that by 1976, the corporation will need approximately forty fewer classrooms than at present to service its student population. These classrooms would then be available for alternate uses. Consequently, city-wide Middle School formation can be accomplished without any new facilities, although some renovation may be necessary to adapt existing buildings to new uses.

SUMMARY OF FIFTH DAY MEMBERSHIP ELEMENTARY SCHOOLS

	1968	1969	1970	1971	1972	1973	1974	Projected 1975	1976
Caldwell	613	649	626	568	536	475	476	469	456
Clark	270	276	254	260	256	214	220	200	191
Columbia	360	339	387	428	431	352	343	343	352
Edison	723	682	663	575	535	515	503	494	398
Franklin	208	211	215	214	216	202	170	157	148
Harding	1000	1004	936	864	748	669	619	589	561
Irving	698	683	661	591	546	501	505	505	500
Jefferson	505	481	446	428	378	339	318	309	288
Kenwood	462	480	368	358	370	299	282	286	260
Lafayette	971	1017	887	992	972	765	727	723	713
Lincoln	625	666	702	623	592	557	566	538	524
Maywood	684	614	596	544	542	550	508	517	524
Miller	771	780	736	579	541	555	548	542	549
Morton	583	416	397	323	306	316	307	306	307
Orchard Dr.	514	476	486	432	385	345	312	304	301
Porter	395	397	399	315	289	268	281	278	278
Riley	668	672	603	551	509	446	427	404	387
Riverside	305	269	380	336	368	311	306	317	337
Wallace	418	430	665	676	678	668	614	607	602
Washington	403	390	350	356	318	238	211	221	234
Wilson	1090	1070	1062	1012	945	890	887	860	847
South Side	77		86	92					
Totals	12343	12002	11905	11117	10461	9415	9130	8962	8777

MIDDLE SCHOOLS

	1968	1969	1970	1971	1972	1973	1974	Projected 1975	1976
Clark	174	164	187	167	159	180	164	152	145
Eggers						911	919	898	887
Edison	459	418	442	468	475	441	394	386	386
Gavit	788	765	765	644	589	591	542	502	518
Lafayette	223	233	252	289	288				
Morton	1146	1162	1153	694	763	702	689	648	647
Scott				856	835	859	820	791	769
Spohn	1133	1215	1126	1073	1042	1013	1011	1019	1017
Washington	211	219	220	239	250				
Totals	4134	4176	4145	4430	4401	4697	4539	4396	4369

HIGH SCHOOLS

	1968	1969	1970	1971	1972	1973	1974	Projected 1975	1976
Clark	1020	1077	1073	1101	1083	1083	1077	1060	1043
Gavit	1500	1508	1550	1582	1541	1454	1350	1330	1271
Hammond High	1201	1249	1252	1274	1274	1263	1191	1152	1141
Hammond Tech	1825	1840	1841	1831	1672	1537	1435	1469	1530
Morton Sr. High	1707	1856	1869	2062	2129	2091	2060	2063	2031
Total	7253	7530	7585	7850	7699	7428	7113	7074	7016
Grand Totals	23730	23708	23635	23397	22561	21540	20782	20439	20162

We recommend that a thorough study of all school boundaries within the School City of Hammond be undertaken as soon as possible, in order to complete application of the Middle School concept and, also, to improve racial balance among schools, wherever possible. Because reassignments in one school usually affect many others, a "domino" effect is produced. Therefore, a realistic and fair approach toward implementation of the Middle School reorganization requires studying *all* school boundaries at the same time. For instance, while the Board has specifically asked the administration to recommend a plan for removing the seventh and eighth grades from Gavit, exactly the same situation exists at Clark High School in the Robertsdale section and, therefore, should be studied concurrently and as part of a city-wide examination of school boundaries. Such an examination should encompass all possible school consolidations, in order to promote the most efficient use of the corporation's physical plant and administrative manpower. Therefore, we further recommend that, as quickly as possible, census data needed for study of potential student reassignments be put on a computer file so shifts in student population can be monitored more easily.

We fully realize that completion of the Middle School organization will require several years for accomplishment. First, pupil reassignments certainly ought not to be considered until a thorough study has been conducted and the suggestions of all segments of the community have been sought and considered. Finally, completion of the Middle School formation will require some building changes, to provide the complete Middle School program in all sections of the city, and planning, financing and implementing this renovation program also will require time.

ECONOMIC RESULTS OF THE REORGANIZATION RECOMMENDATIONS

The table below lists all of the General Fund positions eliminated or added in the proposed reorganization of schools and Central Office. Two other new positions will be supported by Federal funds and the Cumulative Building Fund. When position titles have simply shifted or changed, they have not been included. The recommended reorganization would reduce the total General Fund administrative positions by two and reduce total salaries by approximately \$51,000 (on the present rate structure). Implementation of these recommendations would produce a more effective and efficient organization which could meet the ever-increasing challenges to public education. However, it should be stressed that, although the recommended organization would be capable of carrying on the School City of Hammond's present fine programs, any major change in the Board of School Trustees' goals or objectives which would increase the number or complexity of programs might render this lean organization incapable of coping with the added responsibilities. In that case, the organization would have to be expanded. Even Hammond's present administrative organization — which includes two more positions — can be characterized as "lean", because its ratio of administrative costs to total expenditures is 9 percent lower than the average ratio of the other ten major school corporations in Indiana and 27 percent lower than the State average.

POSITIONS ELIMINATED

1. Associate Superintendent
2. Dir. Attend. & Child Welfare
3. Dir. Guidance & Testing
4. Dir. Health Services
5. Dir. Psychological Services
6. Coord. Physical Education
7. Coord. Music
8. Coord. Art
9. Coord. Foreign Languages
10. Coord. Social Studies
11. Coord. Science
12. Princ. Morton Elementary
13. Princ. Washington Elementary

POSITIONS ADDED

1. Director of Instruction
2. Administrative Ass't. to Ass't. Sup't.
3. Assoc. Dir. Pupil Personnel Services
4. Ass't. for Curriculum Development
5. Ass't. for Curriculum Development
6. Chief Attendance & Child Welfare
7. Chief Health Services
8. Ass't. Princ. Edison Middle School
9. Ass't. to Princ. Wilson & Lafayette Elems.
10. Ass't. to Princ. Spohn Middle School
11. Psychometrist

The following sections of this report will describe the new rating plan and will present ratings for all positions encompassed by the *new* organization structure. We have not attempted to rate positions eliminated by the foregoing recommendations.

SECTION IV - RATE STRUCTURE STUDY METHODS

Our firm's first task in the rate structure portion of this study was to counsel with the administration to establish guidelines. Those adopted are listed below. They not only stress the importance of maintaining equity among all positions, but also of basing ratings on job content and rating the job, not the incumbent. One must guard against the tendency to let the rating be influenced by the incumbent's performance. Performance should be rewarded or not rewarded by use of a salary range, once the rate structure is determined and the job rated.

STUDY GUIDELINES

1. *Conduct an interview with one or more incumbents in each job classification.*
2. *Review the administrative organization to determine if any improvements can be made to increase its efficiency and effectiveness.*
3. *Write descriptions for all positions in the recommended new organization.*
4. *Design a rating plan that will eliminate any existing inequities.*
5. *Base ratings on job content, which should include responsibility, accountability, decision making and other pertinent related factors.*
6. *Rate the position, not the individual.*
7. *Eliminate the practice of rating position titles; instead, rate each individual position, regardless of title.*
8. *Design the new rating plan so an individual's job assignment can be changed easily.*
9. *Provide a rating plan which can be administered by school corporation personnel, in the future.*
10. *Develop the proper relative position of each administrative job, so the Board can assign salary schedules of its own choice, at any time.*

With the guidelines in hand, work began actively on this study in early March, 1974. First, the administration was asked to appoint a Rate Structure Steering Committee whose members could serve as a sounding board during the study. The following were appointed to this committee:

Director of Personnel and Employee Relations
Director of Elementary Education
Principal, Hammond High School
Principal, Scott Middle School
Principal, Clark-Franklin Elementary Schools
Principal, Wilson Elementary School
Advisory Specialist
Assistant Superintendent, Curriculum and Instruction
Assistant Superintendent, Business & Management Services

Next, a questionnaire was developed for gathering information about the positions to be rated. Its inquiries were designed to elicit data concerning the job factors listed below:

- Accountability — Impact of Decisions
- Decision Making
- Knowledge and Experience
- Number of Students
- Number of Staff
- Working Relationships
- Public Involvement
- Amount of Budget

During the Steering Committee's first meeting, these factors were approved as a means of defining job content, and the questionnaire was reviewed.

As mentioned previously, job interviewing began in early March and continued until late April. The incumbents of forty-one positions (listed below) participated.

In total, fifty-nine interviews were conducted. A copy of the interview form is shown in Exhibit VI. A perusal of this questionnaire will reveal the many inquiries relating to the job factors under consideration. Because first-hand information is much preferable to that obtained from a questionnaire completed solely by an incumbent, all interviews were conducted personally and individually by the consultants, each absorbing at least one hour.

ADMINISTRATIVE POSITIONS TO BE STUDIED

- | | |
|---|---|
| 1. Ass't. Sup't., Curriculum and Instruction | 22. Advisory Specialist |
| 2. Ass't. Sup't., Business and Management Serv. | 23. Drug Abuse Specialist |
| 3. Director, Personnel and Employee Relations | 24. High School Principal |
| 4. Director, Elementary Education | 25. High School Assistant Principal |
| 5. Director, Vocational and Adult Education | 26. Middle School Principal |
| 6. Director, Athletics and Physical Education | 27. Middle School Assistant Principal |
| 7. Director, Educational Media | 28. Elementary School Principal |
| 8. Director, Guidance and Testing | 29. High School Dean |
| 9. Director, Health Services | 30. High School Supervisor of Counselors |
| 10. Director, Special Education | 31. Director, Food Services |
| 11. Assistant Director, Special Education | 32. Dir. Purchasing and Budget Control |
| 12. Director, Attendance and Child Welfare | 33. Dir., Accounting, Insurance, Payroll |
| 13. Director, Psychological Services | 34. Director, Maintenance and Operations |
| 14. Coordinator, Social Studies | 35. Director, Data Processing |
| 15. Coordinator, Art | 36. Supervisor, Property Control |
| 16. Coordinator, Music | 37. Supervisor, Printing |
| 17. Coordinator, Science | 38. Supervisor, Stores |
| 18. Coordinator, Physical Education | 39. Assistant Director, Food Services |
| 19. Coordinator, Foreign Languages | 40. Ass't. Dir., Maintenance and Operations |
| 20. Coordinator, Special Education | 41. Psychometrist |
| 21. Coordinator, Homebound | |

The next step was to compile notes on each position which would serve as guidelines for the eventual composition of formal job descriptions. A sample description, that for the Assistant Superintendent for Business and Management Services, is presented on page 30, and five other typical descriptions are shown in Exhibits I through V. These job descriptions were written with an emphasis on the factors to be rated and were kept brief and concise. As required by the study guidelines, descriptions were written only for the positions in the new organization.

Next, a rating plan was designed and tested, based on the eight factors listed on page 29. Drawing on previous experience and the testing on this project, approximate weights (number of points assigned and the percentage of each to the total) were established for each of these factors, as indicated in the rating plan table on page 31. Before proceeding further with the study, this rating plan was reviewed with the Steering Committee, whose members contributed valuable suggestions for its refinement and adaption to the needs of the School City of Hammond. Once the plan was finalized, position rating could begin.

POSITION DESCRIPTION

<i>Title</i> Assistant Superintendent For Business & Management Services	<i>Date</i> May 15, 1974
<i>Division/Department</i> Business and Management Services	<i>Written by</i> R. O. Spalding & Associates

Basic Function – To manage the business operations and act as chief financial officer of the school corporation; to provide management services in the data processing area and other areas as demanded.

Duties and Responsibilities – This position reports directly to the Superintendent and is responsible for:

- Supervising the Directors in the business, financial and management services areas.
- Preparing budgets, controlling all funds and expenditures and issuing all necessary financial reports to the Administration, Board and State and Federal agencies.
- Cooperating with the Personnel Department in the selection and hiring of all Noncertified employees, in his area, and developing inservice training programs for them.
- Providing and maintaining proper facilities for all school programs and insuring their security.
- Bidding equipment, supplies, service contracts, major construction and other items, according to the legal requirements of the State of Indiana.
- Furnishing an internal auditing service for all school activity funds.
- Serving as a member of the Superintendent's Executive Committee, the Administrative Rate Structure Committee and as advisor to various negotiating committees and attending all Board meetings.
- Establishing rates for and renting school property, in accordance with Board of Education policies.
- Helping to maintain an effective public relations program for the schools and the corporation's policies.

Job Qualifications and Related Facts

1. Master's degree in Business Administration or Educational Administration; Doctor's degree preferred; Administration and Supervision Certificate; nine years of combined business and administrative experience, within or without the school system.
2. Length of Contract: Twelve months with four weeks vacation.

PROPOSED ADMINISTRATORS' RATING PLAN

FACTOR	MAX. POINTS	PERCENT
1. Accountability — Impact of Decisions	300	25.0
2. Decision Making	200	16.7
3. Knowledge and Experience	175	14.6
4. Number of Students	150	12.5
5. Number of Staff	130	10.8
6. Working Relationships	120	10.0
7. Public Involvement	75	6.2
8. Amount of Budget	50	4.2
Total	1,200	100

THE RATING PLAN

Please refer to Exhibit VII which contains the tables developed and used in this study. Each table will be discussed in the order of appearance under Exhibit VII. This order was determined by the weights assigned to the various factors, with the highest-weighted factor listed first and the lowest-weighted factor listed last. The Superintendent's rating sheet (Exhibit VIII) will be used to illustrate each factor as it is discussed. His was chosen because it forms one of the rating benchmarks for other positions, as will be discussed later. It should be kept in mind, however, that the Superintendent's salary is established, periodically, by contract directly with the Board and is, therefore, outside this standard rating plan.

In developing a means of evaluating each factor, quantitative measurements were used wherever possible. When subjective measurements had to be used, a matrix table was employed to simplify the task of judging the relative value that should be assigned to each position. Here, several benchmarks were developed which would serve as guides to maintaining proper equity between positions.

ACCOUNTABILITY — IMPACT OF DECISIONS

(Exhibit VIIa)

300 Points — 25% Weight

The impact on a school system of decisions made by a given position's incumbent and the exposure to risk inherent in these decisions are important measures of responsibility and, hence, accountability entailed in the position. Therefore, this matrix chart measures the level of impact, on one axis, and the frequency of exposure to risk on the other. The various levels of impact on the school system range from the greatest at Level A down to a very minor impact at Level K. The exposure to risk ranges from constant, or continuing, to seldom, or very inconsequential.

Using the Superintendent's position as an example, the chart can be applied thus: Because decisions of this position have the greatest impact on the school system, the incumbent's accountability is exceedingly high. At the same time, the exposure to risk inherent in his decisions is of a constant, continuing nature. Therefore, this position is rated Level A-1, or 300 points.

DECISION MAKING

(Exhibit VIIb)

200 Points — 16.7% Weight

This factor measures the complexity, independence and frequency of decisions made by a position's incumbent. At Level A, the decisions are very complex and frequently made without established guidelines. On the other hand, at Level K the decisions are very simple and straightforward and always are made with the concurrence of the incumbent's superior.

The Superintendent's rating is Level A of complexity, where decisions frequently are made without guidelines. Because he makes these decisions almost constantly, the frequency rating is 1. Therefore, his position is awarded 200 points.

KNOWLEDGE AND EXPERIENCE

(Exhibit VIIc)

175 Points — 14.6% Weight

This factor measures the education and experience required and/or deemed essential for this position. Education ranges from Master's degree to High School diploma, depending on the certificate required and the school district's educational specifications for the position. Years of combined experience are those normally required to discharge the responsibilities of the position. The chart's upper limit is nine or more years because it is felt this is sufficient experience for meeting the requirements of any position in the school system. (It should be noted, here, that the above are requirements, considered necessary to perform the job, and are not simply what the present, or any other, incumbent happens to possess.)

The Superintendent's position requires a Superintendent's certificate which specifies a Master's degree plus 30 semester hours. In addition, approximately ten years of combined teaching, supervisory and administrative experience are required. Therefore, the position is awarded 175 rating points.

NUMBER OF STUDENTS

(Exhibit VIId)

150 Points — 12.5% Weight

The number of students under the position's direct or indirect jurisdiction has considerable bearing on the level of responsibility and accountability. This factor is especially important in rating school unit positions because of the vast variance in average daily membership and in the type of student, his background and his ability to learn. The factor is also important, but to a lesser degree, in central office administrative positions which provide various services for all types of students. The number of points on the chart spreads from 70 for the minimum ADM to 150 for the maximum. Additional points up to 80 can be awarded for this factor according to the number of special education and low-income-background students under the position's jurisdiction, because it is felt these classes of students require extra attention and supervision. Therefore, the maximum points that can be earned in this area is 230.

The Superintendent is responsible for the educational achievement of all students in the school system; therefore, he receives the maximum number of points — 150 for ADM and 80 for type of student — for a total of 230 points.

NUMBER OF STAFF

(Exhibit VIe)

130 Points - 10.8% Weight

Positions carry more responsibility and accountability, and require more complex decision-making, as the number of employees supervised increases. This chart gives weight to this factor by assigning points according to the total number of employees supervised, both certified and non-certified. It will be noted that the point increase is rather rapid up to the 55-59 level. Above this level, the increase accelerates only, approximately, fifty percent as rapidly. This method of acceleration is typical for this factor in most rating plans, because the difficulty of supervising does not rise in a straight-line relationship to the number supervised.

The Superintendent has direct or indirect responsibility for all school system employees. Therefore, his rating is the maximum, or 130 points.

WORKING RELATIONSHIPS

(Exhibit VIIf)

120 Points - 10% Weight

This chart has reference to the level of the incumbent's supervisor, which has a bearing on the accountability and type of decision-making inherent in the position.

The Superintendent reports to the Board of School Trustees. Therefore, he is assigned Level A, or 120 points.

PUBLIC INVOLVEMENT

(Exhibit VIIg)

75 Points - 6.2% Weight

This chart measures the public involvement required of the incumbent in this position. Such involvement varies from extensive, at Level A, to very minor, or occasional, at Level G. Those positions that are in the public limelight entail a greater exposure to risk and, therefore, are assigned a higher rating.

The Superintendent's public involvement is extensive; hence, he receives the maximum number of points, or 75.

AMOUNT OF BUDGET

(Exhibit VIIh)

50 Points - 4.2% Weight

The amount of budget managed or expenditures controlled has a direct bearing on the accountability and type of decision-making required of a given position's incumbent. This chart awards points according to the dollar amount of budget or expenditure responsibility delegated to the position.

The Superintendent is awarded maximum points because he is accountable to the Board for all school corporation expenditures.

RATING THE POSITIONS

Before the positions actually were rated, the nine key administrators from the Steering Committee were asked to employ a technique called "forced rating". Each cooperating administrator was given a list of thirty-four (Coordinators were considered as one position) administrative positions in the school system and was asked to rank them in order of importance. Furthermore, these administrators were asked to force themselves to make their ratings without employing any "tied" positions. In other words, each job should be rated according to a descending order of importance. These forced ratings, which will be presented later, under Study Results, provided one of the many benchmarks for the job ratings. As previously discussed, another benchmark was obtained by assigning the top rating to the position of Superintendent as, obviously, all other positions would fall under this one. The next positions to be rated were those of the Superintendent's staff, and so on, down the ladder. With these benchmarks established, the rating became easier as it progressed through the lower administrative echelons.

The next task was to rate all of the thirty-seven administrative positions discussed in the section on reorganization. To repeat, positions eliminated in the new organization were not rated. We want it understood that all of these ratings, which will be discussed later, were made by two senior consultants from our firm, without any input from members of the School City of Hammond's administration. In other words, these ratings constitute our analysis of the positions, based on our interviews and our previous experience with other school systems. Quite often, various interviews were cross checked to make sure we were given the correct information on duties and responsibilities of each incumbent's job.

RATE GROUP RANGES

After the positions were rated, the ranges charted on the next page were established. They comprise twenty-seven levels of rate groups, with steps in increments of thirty-five points. The highest position rated was in Rate Group 27, and the lowest was in Rate Group 4. The bulk of the positions fell between Rate Groups 9 and 24. As noted before, the Superintendent's rate is set periodically by the Board. Therefore, it was not included in this standard rate structure study, nor in the Rate Group Chart. The highest job rating for which this chart was used was that of Assistant Superintendent.

The salary figures shown in the right-hand columns of the chart are for illustrative purposes only, since the Board of Education has sole responsibility for establishing rates of pay for all administrative rate groups. In other words, this study establishes the relationship among positions by devising a rate group chart and assigning the positions to its various groups. However, the salary levels applied to the chart as a whole are the prerogative of the Board, after receiving the Superintendent's recommendations. Later, in the Recommendations Section, this Board action will be explained further.

A visual representation of these illustrative rate group ranges can be found on page 36. It should be noted that the curves formed by the Maximum and Minimum points of the salary ranges are in the form of an S. They slope up at the end and down at the beginning. This type of curve is common to most Salary Range Charts that are used in industry and other School systems.

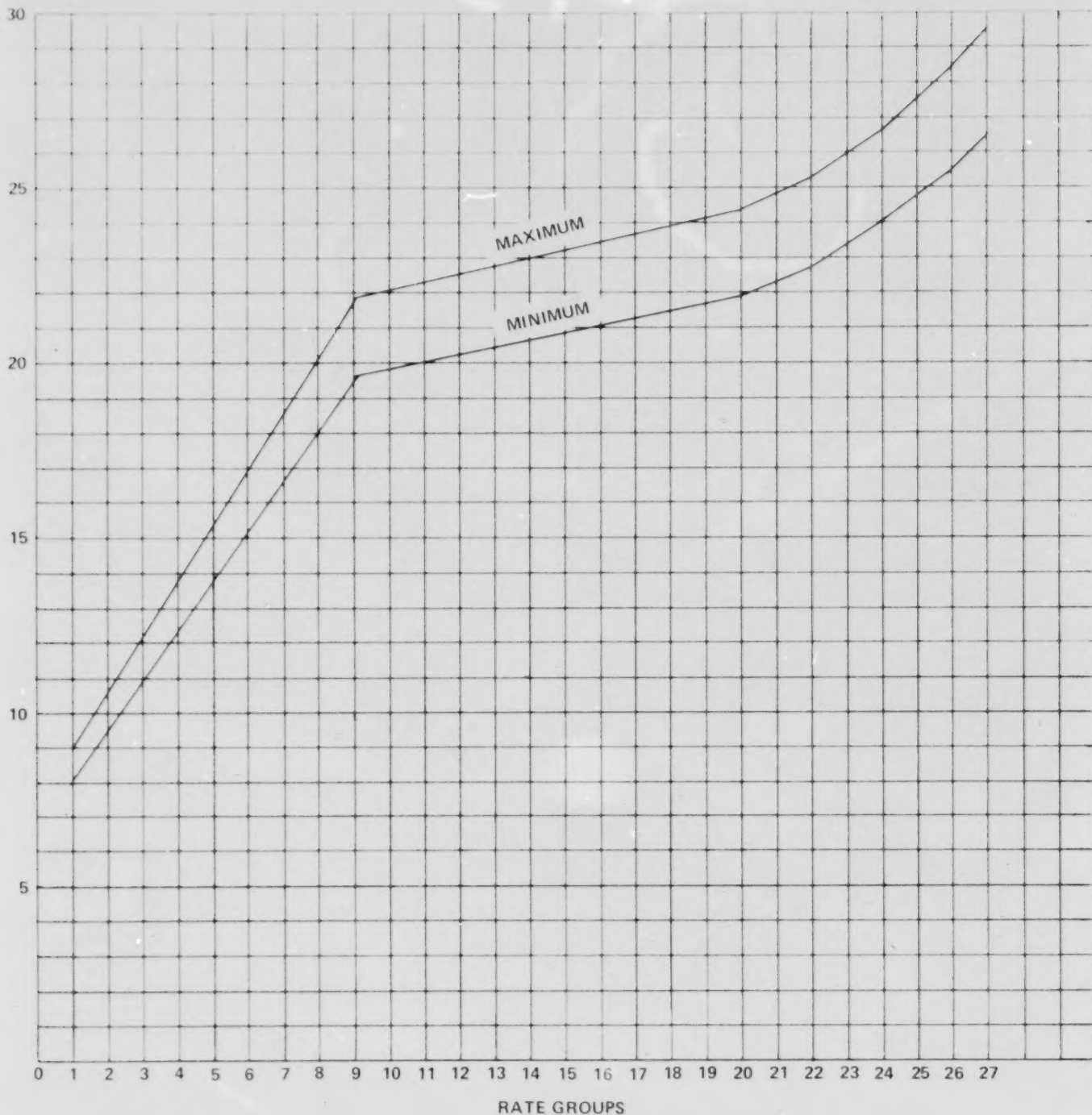
ILLUSTRATIVE RATE GROUP CHART
FOR FULL YEAR EMPLOYEES

Rate Group	Position Points	Maximum Rate Per Day	Minimum	Spread	Maximum
27	1230-1264	129	\$26,705	\$2,965	\$29,670
26	1195-1229	124	25,670	2,850	28,520
25	1160-1194	120	24,840	2,760	27,600
24	1125-1159	116	24,010	2,670	26,680
23	1090-1124	113	23,390	2,600	25,990
22	1055-1089	110	22,770	2,530	25,300
21	1020-1054	108	22,355	2,485	24,840
20	985-1019	106	21,940	2,440	24,380
19	950- 984	105	21,735	2,415	24,150
18	915- 949	104	21,530	2,390	23,920
17	880- 914	103	21,320	2,370	23,690
16	845- 879	102	21,115	2,345	23,460
15	810- 844	101	20,905	2,325	23,230
14	775- 809	100	20,700	2,300	23,000
13	740- 774	99	20,495	2,275	22,770
12	705- 739	98	20,285	2,255	22,540
11	670- 704	97	20,080	2,230	22,310
10	635- 669	96	19,870	2,210	22,080
9	600- 634	95	19,665	2,185	21,850
8	565- 599	88	18,215	2,025	20,240
7	530- 564	81	16,765	1,865	18,630
6	495- 529	74	15,320	1,700	17,020
5	460- 494	67	13,870	1,540	15,410
4	425- 459	60	12,420	1,380	13,800
3	390- 424	53	10,970	1,220	12,190
2	355- 389	46	9,520	1,060	10,580
1	320- 354	39	8,075	895	8,970

Calculated on 230 Days Performed.

VISUAL RATE GROUP CHART

Salary In
M's of Dollars



SECTION V - RATE STRUCTURE STUDY RESULTS

The results of this rate structure study are presented on the following pages. Many former inequities, which have been eliminated by this study, will be discussed.

FORCED RATING RESULTS

As mentioned previously, nine key administrators on the Rate Structure Steering Committee rated thirty-four of School City of Hammond's administrative positions in order of importance, according to their individual judgement. These individual ratings (presented on the next page) then were averaged, and the job titles (listed on the left-hand side of the page) were placed in the order determined by the averages. Naturally, the individual rankings for each job vary considerably, but averaging tended to equalize these differences and produced a ranking which served as one of the many benchmarks later, when our consultants made ratings by attribute.

NEW RATING PLAN RESULTS

As reported earlier, two senior consultants from our firm rated the thirty-seven administrative positions in the new organization. To reiterate, this rating was performed solely by our firm, with absolutely no input from any School City of Hammond administrators, including the Superintendent, except for their participation in the job interviews. These ratings are presented on pages 39, 40 and 41. The salary scale used, here, is the same illustrative scale as was used in the Rate Group Chart on page 35.

The Board's responsibility to set absolute salary levels can be discharged easily by adjusting salaries, on a percentage basis, and applying this study's Rate Group Chart to whatever scale it has chosen. Later on in this report, a summary will be presented of the exact economic effect of the sample scale used in the Rate Group Chart on page 35 and the three-page Job Rating Chart.

The Job Rating Chart contains the following information, reading left to right:

1. The group rating, which is determined by the number of points accumulated in the position rating.
2. The present number of days performed* during a contract year.
3. The present rates per day at the position's maximum and actual salaries.
4. Present maximum salary for a particular job classification.
5. Present actual salary.
6. Proposed number of days performed* under the illustrative rate schedule. In this column, the five levels observed are:
 - a. 230 days denoting an employee who performs the entire year, excluding a four-week vacation and eleven holidays.
 - b. 222 days denoting an employee who follows the school calendar with an eight-weeks extension into the summer.
 - c. 212 days denoting an employee who follows the school calendar with a six-weeks extension into the summer.
 - d. 207 days denoting an employee who follows the school calendar with a five-weeks extension into the summer.
 - e. 202 days denoting an employee who follows the school calendar with a four-weeks extension into the summer.

*Days performed excludes vacations and holidays.

FORCED RATINGS

	Rating No. 1	Rating No. 2	Rating No. 3	Rating No. 4	Rating No. 5	Rating No. 6	Rating No. 7	Rating No. 8	Rating No. 9
Superintendent	1	1	1	1	1	1	1	1	1
Ass't. Sup't. Business Management	3	3	2	3	2	2	2	2	3
Ass't. Sup't. Curriculum & Instruction	2	2	3	2	3	3	3	3	2
Dir. Personnel-Employee Relations	4	4	4	4	4	4	4	4	4
Dir. Elementary Education	5	6	8	6	5	5	5	8	5
High School Principal	6	5	5	8	6	7	6	5	7
Middle School Principal	7	7	6	9	7	9	7	6	8
Elementary School Principal	8	8	7	10	9	8	8	7	9
Dir. Special Education	9	9	17	7	10	10	13	9	6
Dir. Attendance & Child Welfare	15	10	9	14	18	6	22	11	22
Dir. Guidance & Testing	12	20	14	5	17	14	18	16	17
Dir. Maintenance & Operations	19	17	16	16	12	13	15	14	15
Dir. Purchasing & Budget Control	20	11	18	19	14	20	11	12	12
Dir. Vocational & Adult Education	10	15	13	12	22	15	23	19	11
High School Ass't. Principal	17	18	10	25	8	22	9	23	10
Dir. Psychological Services	16	26	12	13	19	12	21	10	24
Dir. Athletics & Physical Education	14	12	21	22	13	17	24	21	18
Middle School Ass't. Principal	18	22	11	31	11	23	10	24	13
Dir. Health Services	22	25	22	15	20	11	17	13	21
Dir. Food Services	23	14	19	18	16	19	19	17	29
Dir. Educational Media Center	13	24	23	21	21	16	28	18	19
Dir. Data Processing	21	16	15	20	15	29	26	20	23
Dir. Accounting, Insurance, Payroll	29	21	24	11	23	28	12	15	26
Ass't. Dir. Special Education	24	28	33	26	24	21	14	22	14
Advisory Specialist	11	13	30	17	32	25	32	34	16
Curriculum Coordinators	25	19	31	23	25	18	31	26	20
Ass't. Dir. Maintenance & Operations	30	31	27	30	27	30	16	28	28
Drug Abuse Specialist	28	27	32	27	34	24	25	32	25
High School Supervisor of Counselors	27	34	25	28	26	27	30	31	31
High School Dean	26	33	20	32	33	26	29	30	32
Ass't. Dir. Food Services	31	30	34	29	31	31	20	29	30
Supervisor Stores	33	29	26	24	28	33	34	25	33
Supervisor Property Control	34	23	28	34	30	32	33	27	34
Supervisor Printing	32	32	29	33	29	34	27	33	27

**SCHOOL CITY OF HAMMOND
ADMINISTRATIVE JOB RATINGS**

PRESENT										ILLUSTRATIVE RATE SCHEDULE		
Position	Group Rating	Days Per. formed	Per Day		Maximum	Actual	Days Per. formed	Per Day Max.	Maximum	% Incr. or Decr. to Max. Actual		
			Max.	Actual								
Asst. Sup't. Bus. & Mgt. Serv.	27	230	121	120	\$27,855	\$27,582	230	129	\$29,670	6.5 7.6		
Asst. Sup't. Curr. & Inst.	27	230	121	113	27,855	25,956	230	129	29,670	6.5 14.3		
Dir. Pers. & Employee Rel.	24	230	106	103	24,445	23,682	230	116	26,680	9.1 12.7		
H. S. Principal, High	23	230	106	98	24,445	22,545	230	113	25,990	6.3 15.3		
Dir. Instruction	23	230	106	103	24,445	23,682	230	113	25,990	6.3 9.7		
M. S. Principal, High	21	202	104	103	21,034	20,878	212	108	22,895	8.8 9.7		
H. S. Principal, Low	21	230	106	105	24,445	24,251	230	108	24,840	1.6 2.4		
Dir. Sp. Ed. & P. P. Serv.	20						230	106	24,380			
Dir. Voc. & Adult Ed.	19	230	101	104	23,308	23,998	230	105	24,150	3.6 .6		
M. S. Principal, Low	18	202	104	95	21,034	19,135	212	104	22,050	4.8 15.2		
Elem. Principal, High	18	197	101	100	19,896	19,613	202	104	21,010	5.6 7.1		
Dir. Athletics & Phys. Ed.	16	230	101	100	23,308	23,114	230	102	23,460	.7 1.5		
Dir. Physical Plant	15						230	101	23,230			
Adm. Ass't., Ed. & Ed. Opp.	14	230		87		20,000	230	100	23,000	15.0		

Note: New positions resulting from the reorganization have no "Present" statistics, because they do not exist now.

SCHOOL CITY OF HAMMOND
ADMINISTRATIVE JOB RATINGS, Cont.

PRESENT

ILLUSTRATIVE RATE SCHEDULE

Position	Group Rating	Days Performed	Per Day		Maximum	Actual	Days Performed	Per Day Max.	Maximum	% Incr. or Decr. to Max.	% Incr. or Decr. to Actual
			Max.	Actual							
Coord. Federal Programs	14						230	100	\$23,000		
Elem. Principal, Low	13	197	88	84	\$17,388	\$16,569	202	99	20,000	15.0	20.3
Ass't. H. S. Princ., High	13	230	93	91	21,422	20,840	230	99	22,770	6.3	9.3
Assoc. Dir. Special Ed.	13						230	99	22,770		
Assoc. Dir. P. P. Services	13						230	99	22,770		
Ass't. H. S. Princ., Low	12	230	93	91	21,422	20,840	230	98	22,540	5.2	8.2
Ass't. M. S. Princ. High	12	202	95	94	19,224	19,081	207	98	20,265	5.5	6.3
Coord. Educational Media	12	230	101	93	23,308	21,409	230	98	22,540	3.3	5.3
Ass't. M. S. Princ., Low	11	202	95	92	19,224	18,550	207	97	20,080	4.5	8.2
Ass't. for Curr. Develop.	11						230	97	22,310		
Dir. Budget Control, Purch. and Warehouse	11	230	96	81	21,971	18,565	230	97	22,310	1.5	20.2
Ass't. for S. H. P. C. & R.	11						230	97	22,310		
Director Food Services	10	230	86	81	19,774	18,565	230	96	22,080	11.7	18.9
Adm. Ass't. to Ass't. Sup't.	9						230	95	21,850		

SCHOOL CITY OF HAMMOND
ADMINISTRATIVE JOB RATINGS, Cont.

		PRESENT					ILLUSTRATIVE RATE SCHEDULE				
Position	Group Rating	Days Per. formed	Per Day		Maximum	Actual	Days Per. formed	Per Day Max.	Maximum	% Incr. or Decr. to Max.	% Incr. or Decr. to Actual
			Max.	Actual							
Dir. Computer Services	9	230	86	83	\$19,774	\$19,130	230	95	\$21,850	10.5	14.2
Dir. Acctg. & Treas.	9	230	86	81	19,774	18,565	230	95	21,850	10.5	17.7
Coord. Special Ed. Prog.	9	199	97	88	19,328	17,429	212	95	20,140	4.2	15.6
Chief Attend. & Child. Wel.	8						222	88	19,535		
Chief. Health Services	8						222	88	19,535		
Psychometrists	8	230	88	80	20,323	18,440	222	88	19,535	3.9	5.9
Supv. Op. & Grounds	7	230	67	58	15,349	13,437	230	81	18,630	21.4	38.6
Drug Abuse Specialist	6	230		61		13,972	230	74	17,020		21.8
Supv. Bldg. Maint.	6						230	74	17,020		
Supv. Warehousing	6	230	67	60	15,349	13,902	230	74	17,020	10.9	22.4
Supv. Food Service	6	192	80	67	15,349	12,918	202	74	14,950	2.6	15.7
Supv. Printing	5	230	67	69	15,349	15,866	230	67	15,410	.4	2.9
Supv. Property Control	4	230	67	60	15,349	13,768	230	60	13,800	10.1	.2
Asst. Supv. Op. & Grounds	4						230	60	13,800		

7. New Per-day maximum under the illustrative schedule.
8. Maximum salary under the illustrative schedule.
9. Potential percent increase, or decrease, for the illustrative schedule as compared to the present maximum salary.
10. Potential percent increase, or decrease, for the illustrative schedule as compared to the present actual salary.

The positions are listed on the Job Rating Chart in an order determined by their group ratings and new per-day maximums.

It should be understood that the number of days performed, listed above, are considered to be the minimum days. For instance, 230 days is the minimum for the full-year employee; actually, his responsibility for job performance lasts the entire year. It is his responsibility to organize his job properly so it can be performed in a minimum of 230 days.

The chart below shows an example of rate groups factored by time. In this example, it is assumed that three different positions have been rated and all have been assigned the same point value and, hence, the same rate group. The only difference is the number of days performed per year. In our example, we have used 230, 212 and 202 days. The rate per day is the same for all three, but the minimums and maximums vary, depending on the number of days performed. In all cases, the maximums are, simply, the \$100.00 daily rate multiplied by the number of days performed. Thus, it is obvious a straight-line relationship was used when factoring job rates by time.

EXAMPLE OF RATE GROUPS FACTORED BY TIME

Position Points	Rate Group	Days Perf.	Max. Rate Per Day	Minimum	Maximum
785	14	230	\$100	\$20,700	\$23,000
785	14	212	100	19,680	21,200
785	14	202	100	18,186	20,200

RESULTS OF A COMPARISON BASED ON DAILY JOB RATES

The chart on the next page presents a comparison of the range, from high to low, under the present and the proposed rating plans. Here, the inequities of the present plan stand out clearly. For instance, there are Directors in four separate Pupil Personnel areas, namely, Guidance and Testing, Psychological Services, Health Services, Attendance and Child Welfare, who, although their areas of control are rather limited and should be combined under one directorship, are paid salaries exceeding those of Elementary Principals and equal to those of Directors in Vocational Education and Special Education. Furthermore, the Middle School Assistant Principals are paid more than the High School Assistant Principals, and the Psychometrists earn slightly more, per day, than the Principals of some of the smaller Elementary Schools. The study investigation also indicated that the position of Assistant Director of Maintenance and Operations, which is the lowest paid in the present order of administrative positions, should be raised to the level assigned to it in the proposed order of positions (under the new title of Supervisor of Operations and Grounds).

COMPARISON ON A DAILY JOB RATE BASIS

PRESENT ORDER OF JOBS	PROPOSED ORDER OF JOBS
1. Assistant Superintendent	1. Assistant Superintendent
2. Director Personnel & Employ. Rel.	2. Director Personnel & Employ. Rel.
Director Instruction	3. Director Instruction
High School Principal	High School Principal, High Salary
3. Middle School Principal	4. Middle School Principal, High Salary
* 4. Director Guidance & Testing	High School Principal, Low Salary
* Director Psychological Services	5. Director Special Ed. & P. P. Services
* Director Health Services	6. Director Vocational & Adult Education
* Director Attendance & Child Welfare	7. Middle School Principal, Low Salary
Director Special Education	Elementary Principal, High Salary
* Director Educational Media	8. Director Athletics & Physical Education
Director Athletics & Physical Education	9. Director Physical Plant
Director Vocational & Adult Education	10. Elementary Principal, Low Salary
5. Elementary Principal, High Salary	Assistant H. S. Principal, High Salary
6. Coordinator of Instruction	Associate Director, Special Education
7. Director Maintenance & Operations	11. Assistant M. S. Principal, High Salary
Director Purchasing & Budget Control	Coordinator Educational Media
* 8. Assistant Principal Middle School	Assistant H. S. Principal, Low Salary
* 9. Assistant Principal High School	12. Dir. Budget Control, Purch. & Whse.
Assistant Director Special Education	Assistant M. S. Principal, Low Salary
* 10. Psychometrist	13. Director Food Services
* 11. Elementary Principal, Low Salary	14. Director Computer Services
12. Director Data Processing	Director Accounting & Treasurer
Director Food Services	Coord. Special Ed. Prog.
Director Accounting	15. Chief, Attendance & Child Welfare
13. Assistant Director Food Services	Chief, Health Services
14. Supervisor Printing	Psychometrist
Supervisor Stores	16. Supervisor Operations & Grounds
Supervisor Property Control	17. Supervisor Warehousing
Assistant Director Maint. & Opr.	Supervisor Food Services
* Possible inequities	18. Supervisor Printing
	19. Supervisor Property Control

Note: All Comparisons based on Maximum Salaries.

RESULTS OF PRINCIPAL AND ASSISTANT PRINCIPAL POSITION RATINGS

In rating Principal and Assistant Principal positions of the three academic levels, five factors are constant on each level, but three of the eight job factors can vary, namely, the number of students under the position's direct or indirect control, the amount of staff supervised and the amount of budget responsibility. Therefore, different numbers of points can be generated, causing identical job titles within the same academic level to fall into different rate groups. Under the present salary plan, the only variable recognized is the number of students. Furthermore, this variable is recognized only for the Elementary Principals; there is no size differential on the Middle and High School levels for either Principals or Assistant Principals. With the recognition of three separate variables, the proposed plan offers a much more accurate means of arriving at a just rate of compensation.

The chart presented below shows the influence of three variable factors on the Principals' ratings. Here, the differences in number of points awarded can be seen readily. Based on 35 points to the rate group, the spread of variable points on the Elementary level (163 points) can affect the ratings by as much as six groups. On the Middle and High School level, the spread affects the rating by four and three groups respectively. The next charts show the final ratings for all Principals and Assistant Principals.

CALCULATION OF SCHOOL VARIABLE FACTORS

ELEMENTARY PRINCIPALS

School	Students*			Staff		Budget		Total Variable Points
	Total	Special	Points	Number	Points	Amount	Points	
Caldwell	475	45	87	33.3	41	\$393,000	25	153
Clark-Franklin	416	39	86	30.8	41	396,000	25	152
Columbia	352	133	95	35.7	48	306,000	25	168
Harding	669	111	107	47.7	62	540,000	30	199
Irving	501	153	108	47.2	62	438,000	30	200
Jefferson	339	43	81	25.0	34	284,000	25	140
Kenwood	299	30	75	20.7	27	242,000	20	122
Lafayette	765	426	159	71.9	88	645,000	35	282
Lincoln	557	159	109	46.1	62	446,000	30	201
Maywood	550	294	129	50.1	69	458,000	30	228
Miller	555	75	96	35.7	48	462,000	30	174
Morton	316	30	80	29.2	34	256,000	25	139
Orch. Dr.	345	45	82	25.3	34	294,000	25	141
Porter	268	14	72	21.3	27	238,000	20	119
Riley	446	54	88	29.8	41	361,000	25	154
Riverside	311	197	105	32.6	41	240,000	20	166
Wallace	608	454	158	49.0	62	637,000	35	255
Washington	238	97	85	26.6	34	191,000	20	139
Wilson	890	285	143	67.5	82	766,000	35	260

MIDDLE SCHOOL PRINCIPALS

Edison	956	75	116	64.9	82	\$802,000	35	233
Eggers	911	574	185	91.3	100	932,000	40	325
Morton	702	90	109	71.0	88	642,000	35	232
Scott	859	106	116	75.9	88	780,000	35	239
Spohn	1,013	447	177	99.7	106	940,000	40	323

HIGH SCHOOL PRINCIPALS

Clark	1,263	37	126	99.6	106	\$1,274,000	40	272
Gavit	2,045	221	183	146.6	130	1,920,000	45	358
Hammond	1,263	73	131	97.2	100	1,198,000	40	271
Hammond Tech.	1,537	336	185	140.7	130	1,814,000	45	360
Morton	2,091	71	161	141.6	130	2,056,000	45	336

*Enrollment figures were taken from Membership 5th day: 9/11/73

SUMMARY OF SCHOOL RATINGS

ELEMENTARY PRINCIPALS

School	Rate Group No.	Present Actual Salary	Present Maximum Salary	Illus. Rate Schedule Maximum	% Incr. over Actual	% Incr. over Maximum
Caldwell	14	\$19,896	\$18,423	\$20,200	1.5	9.6
Clark-Franklin	14	18,725	18,423	20,200	7.9	9.6
Columbia	15	17,388	17,388	20,400	17.3	17.3
Harding	16	18,405	19,896	20,605	12.0	3.6
Irving	16	19,203	18,423	20,605	7.3	11.8
Jefferson	14	19,823	17,388	20,200	1.9	16.2
Kenwood	13	16,560	17,388	20,000	20.8	15.0
Lafayette	18	19,613	19,896	21,010	7.1	5.6
Lincoln	16	19,703	19,896	20,605	4.6	3.6
Maywood	16	20,308	19,896	20,605	1.5	3.6
Miller	15	19,896	19,896	20,400	2.5	2.5
Morton	14	17,388	17,388	20,200	16.2	16.2
Orch. Dr.	14	17,697	17,388	20,200	14.1	16.2
Porter	13	19,823	17,388	20,000	1.0	16.2
Riley	14	19,254	18,423	20,200	4.9	9.6
Riverside	15	19,254	17,388	20,400	6.0	17.3
Wallace	17	19,613	19,896	20,805	6.1	4.6
Washington	14	18,423	17,388	20,200	9.6	16.2
Wilson	17	19,896	19,896	20,805	4.6	4.6

MIDDLE SCHOOL PRINCIPALS

Edison	18	\$19,666	\$21,034	\$22,050	12.1	4.8
Eggers	21	18,923	21,034	22,895	21.0	8.8
Morton	18	20,271	21,034	22,050	8.8	4.8
Scott	18	19,135	21,034	22,050	15.2	4.8
Spohn	21	20,878	21,034	22,895	9.7	8.8

HIGH SCHOOL PRINCIPALS

Clark	21	\$24,251	\$24,445	\$24,840	2.4	1.6
Gavit	23	22,545	24,445	25,990	15.3	6.3
Hammond	21	24,445	24,445	24,840	1.6	1.6
Hammond Tech.	23	22,235	24,445	25,990	16.9	6.3
Morton	22	24,251	24,445	25,300	4.3	3.5

ASSISTANT MIDDLE SCHOOL PRINCIPALS

Edison	11		\$19,224	\$20,080		4.5
Eggers	12	\$16,042	19,224	20,285	26.4	5.5
Morton	11	18,565	19,224	20,080	8.2	4.5
Scott	11	18,550	19,224	20,080	8.2	4.5
Spohn	12	19,081	19,224	20,285	6.3	5.5

ASSISTANT HIGH SCHOOL PRINCIPALS

Clark	12	\$21,977	\$21,422	\$22,540	2.6	5.2
Gavit	13	20,271	21,422	22,770	12.3	6.3
Hammond	12	20,840	21,422	22,540	8.2	5.2
Hammond Tech.	13	18,171	21,422	22,770	25.3	6.3
Morton	13	20,840	21,422	22,770	9.3	6.3

NOTE: These ratings are based on the current school organization. If the recommendations from this study are implemented, several ratings will change because of difference in enrollment, staff and budget.

Several interesting points should be noted: Elementary Principals' ratings cover six rate groups; the bulk of them fall in Groups 14, 15, 16 and 17 but two are in 13 and one is in 18. Middle School Principals are spread from Groups 18 through 21, but it is interesting to note that the highest Elementary level of 18 corresponds to the lowest Middle School level. The High School Principal ratings are in three rate groups, one in 22, and two each in 21 and 23. Here, again, the highest Middle School Principal rating is the same as the lowest High School rating. The Assistant High School and Middle School Principals are each in two rate groups. The lowest High School rate-group corresponds to the highest Middle School rate group.

RESULTS OF ILLUSTRATIVE RATE SCALE

It has been continually stressed, in this report, that the rate scale shown was for illustrative purposes, only, in order to give the Superintendent and the Board an idea of the economic implications of a given scale. This particular scale averages 6.8 percent above the current maximum scale, and 10.1 percent above current actual salaries. The Administration and Board can adjust the overall increase simply by varying the level at which the incumbents are placed between minimum and maximum. We recommend that each incumbent's performance be rated, as the new system is implemented, and that this rating also be a major factor in determining his placement in relation to the new maximum salary.

SECTION VI — RECOMMENDATIONS FOR IMPROVEMENT IN THE ADMINISTRATIVE RATE STRUCTURE

RECOMMENDATION 1

Implement the new rating plan and rate structure system as soon as practical.

We strongly urge the Superintendent and the Board, who have the exclusive prerogative of setting whatever overall salary scale they deem desirable, to adopt this new rating plan so present inequities may be eliminated as soon as possible. Furthermore, we would encourage them to take this action concurrently with the next future general rate increase, or at the time it is decided to implement the organizational changes recommended in Section III of this report.

RECOMMENDATION 2

Establish a Rate Structure Committee to manage the new system.

When this new plan is implemented, it is suggested that the Superintendent appoint at least three key administrators to a Rate Structure Committee and charge them with the duty of monitoring the new system and assigning job ratings to all new positions. This committee also could make recommendations on any changes they might desire in the ratings presented by our firm in this report, if sufficient reason can be documented. They can also establish temporary ratings in special situations such as in those cases where assignments are temporarily divided or responsibilities have been shifted in some way. A temporary rating may also be assigned to cover the period of time that may be required for an individual to gain adequate experience to perform all of the duties of the position. If the rating plan is to be monitored satisfactorily, the Committee should review each position at least once every two or three years.

RECOMMENDATION 3

Expand the contract year for all Middle School Principals by two weeks, to 212 days.

At the present time, the Middle School Principals' contract stipulates four weeks of extended time. The interviews revealed that this did not provide sufficient time for performing all duties entailed in

the Principal position. Therefore, we recommend the extended time be increased to six weeks, so these administrators can complete all their tasks, particularly those associated with scheduling, during the summer months. We also make this recommendation because several Principals confided they were devoting two weeks of their own time in order to fulfill all of their responsibilities. Certainly, this extra work should be recognized and compensated.

RECOMMENDATION 4

Expand the contract year for Middle School Assistant Principals by one week, to 207 days.

The reasoning behind the previous recommendation applies here, also. This extra week should be worked prior to the fall school opening, so the Assistant will have ample time to help the Principal prepare for it.

RECOMMENDATION 5

Expand the contract year for Elementary Principals by one week, to 202 days.

Again, we suggest this extra week of extended time be worked prior to the school opening. In other words, these Principals should work one week after school closes, early in the summer, and three weeks before it opens in the fall. The interviews revealed the need for this additional week of preparation before school opens, so we recommend it be worked and the incumbents be paid for it.

RECOMMENDATION 6

Expand the contract year for the Coordinator of Special Education to 212 days, or six weeks of extended time.

In her interview, this Coordinator stated that she has been devoting four or five weeks of her own time, during the summer, to discharge all the responsibilities of her position. This much time certainly is required, mostly because the organization of special education classes involves a tremendous effort. Therefore, the incumbent should be compensated for the work required.

RECOMMENDATION 7

Establish incentives for administrators to obtain college credit hours beyond those required for their positions.

At the present time, the teachers' salary scale in Hammond provides monetary incentives for teachers to further their education beyond that required for state licensing. In most school systems with which our firm is familiar, this type of incentive is offered to administrators as well as teachers. We recommend the School City of Hammond study the subject of educational incentives for administrators and, eventually, adopt a plan to provide them, especially at the Doctoral degree level and, possibly, at some other points below. Any incentive for extra college credit hours should be paid only for training in a field relevant to the particular position and approved by the administration.

CONCLUSION

We strongly urge the Superintendent and the Board to implement our recommendations for organizational improvement, in conjunction with the new rate structure system, as soon as is practical. Some of the recommendations will require careful planning and at least a school year before they can be implemented. Other organizational changes can be implemented immediately, except those for which a phasing-in period is suggested. As stated before, the new organization will save at least two supervisory positions in the General Fund and approximately \$51,000, which will offset much of the cost of implementing a salary schedule such as the illustrative one shown in this report.

In conclusion, we want to thank the administrators of School City of Hammond for their wholehearted cooperation in this very sensitive study. We particularly want to thank the members of the Steering Committee for their help and participation. Our firm stands ready to interpret the results of this study, should any questions arise.

POSITION DESCRIPTION

<i>Title</i> Assistant Superintendent For Curriculum and Instruction	<i>Date</i> May 15, 1974
<i>Division/Department</i> Curriculum and Instruction	<i>Written by</i> R. O. Spalding & Associates

Basic Function – To develop and administer the instructional program, K through 12, for all schools in the School City of Hammond; to provide auxiliary instructional services, as needed.

Duties and Responsibilities – This position reports directly to the Superintendent and is responsible for:

- Supervising all Directors and Staff in the instructional area and all school Principals.
- Developing new curriculum based on appropriate research.
- Recommending all school staffing to the Superintendent.
- Developing instructional budgets in coordination with the Assistant Superintendent for Business and Management Services.
- Directing all special State and Federal programs.
- Providing special education classes for qualifying students.
- Providing pupil personnel services to students, as required.
- Providing adult and vocational education as needed.
- Recommending school boundary changes when necessary to spread the enrollment as equitably as possible.
- Providing proper inservice training for all instructional employees.
- Furnishing instructional specifications for new and renovated school facilities to the Assistant Superintendent for Business and Management Services.
- Supervising, through subordinates, textbook selection for all courses of study.
- Serving as a member of the Superintendent's Executive and the Rate Structure Committees and as an advisor in negotiations.
- Helping to maintain an effective public relations program for the corporation's schools and policies.

Job Qualifications and Related Facts

1. Master's degree required, Doctor's degree preferred; Administration and Supervision Certificate; nine years of combined teaching and administrative experience.
2. Length of Contract: Twelve months with four weeks vacation.

POSITION DESCRIPTION

<i>Title</i> Director of Personnel and Employee Relations	<i>Date</i> May 15, 1974
<i>Division/Department</i> Personnel	<i>Written by</i> R. O. Spalding & Associates

Basic Function – To provide adequate and competent staffing for all departments of the School City of Hammond and to perform all necessary personnel functions for that staff; to represent the school corporation in the resolution of grievances and in negotiations.

Duties and Responsibilities – This position reports directly to the Superintendent and is responsible for:

- Recruiting, interviewing, hiring, assigning, orienting and transferring all School City personnel, in coordination with other concerned members of the administrative staff.
- Recommending tenure status, dismissal, non-renewal, promotion, demotion, and disciplinary action for all personnel except certain administrators.
- Maintaining adequate personnel records.
- Developing staffing projections and analyses.
- Transmitting to the Payroll Department all pertinent information concerning employees.
- Preparing all required State and Federal reports concerning personnel.
- Insuring that each instructional employee has the proper certificate for his particular position.
- Processing grievances and investigating employee complaints of discrimination.
- Assisting with teacher evaluation by providing forms and procedures and advising Principals.
- Approving absence and leave requests and providing a substitute service for all departments.
- Serving as a member of the Superintendent's Executive Committee, and the Salary Rate Structure Committee and as Chairman of the Coordinating Committee for Negotiations.
- Interpreting the district's personnel policies and procedures to other departments and the public.

Job Qualifications and Related Facts

1. Master's degree; Administration and Supervision Certificate; eight years of combined teaching and administrative experience (Personnel experience preferred).
2. Length of Contract: Twelve months with four weeks vacation.

POSITION DESCRIPTION

<i>Title</i> Director of Instruction	<i>Date</i> May 15, 1974
<i>Division/Department</i> Curriculum and Instruction	<i>Written by</i> R. O. Spalding & Associates

Basic Function – To develop and coordinate the total educational program and all services related to the schools; to act as consultant to the Principals.

Duties and Responsibilities – This position reports directly to the Assistant Superintendent for Curriculum and Instruction and is responsible for:

- Serving as primary contact for the Principals in all matters pertaining to administration and curriculum and instruction.
- Supervising the Assistants for Curriculum Development and the curriculum committees.
- Serving on and appointing delegates to textbook adoption committees.
- Assisting in the planning and execution of inservice education programs for teachers, including orientation for teachers new to the school system.
- Supervising the student teacher program.
- Working closely with the Principals in determining staff needs and relaying this information to the Personnel Department.
- Assisting his superior in the evaluation of Principals.
- Assisting in the evaluation of instructional programs and making improvements as necessary.
- Assisting the Director of Personnel by interviewing prospective teachers and recommending for placement.
- Interpreting instructional programs and problems to the community and making use of community resources.

Job Qualifications and Related Facts.

1. Master's degree; Administration and Supervision Certificate; seven years of combined teaching and administrative experience.
2. Length of Contract: Twelve months with four weeks vacation.

POSITION DESCRIPTION

<i>Title</i> Director of Special Education and Pupil Personnel Services	<i>Date</i> May 15, 1974
<i>Division/Department</i> Curriculum and Instruction	<i>Written by</i> R. O. Spalding & Associates

Basic Function – To administer special programs for exceptional children; to coordinate local, State and Federal programs related to special education; to provide pupil personnel services.

Duties and Responsibilities – This position reports directly to the Assistant Superintendent for Curriculum and Instruction and is responsible for:

- Establishing and maintaining various special education programs as specified by the State Department of Public Instruction.
- Establishing procedures for evaluation, placement and dismissal of students in all special education programs.
- Preparing required State reports.
- Authorizing, providing and supervising transportation required by pupils enrolled in special education classes.
- Serving as liaison with community agencies and organizations concerned with special education.
- Consulting with Principals and other personnel on matters pertaining to special education.
- Assisting the Personnel Department in the recruitment and selection of teachers for special education classes.
- Assisting in the preparation of his department's budget and in fulfilling all requirements for State special education funding.
- Supervising, through an Associate Director, all pupil personnel services.
- Coordinating the pupil personnel services between regular and special education programs.
- Recommending changes in school boundary lines to his superior and transferring students, as necessary.
- Determining when legal procedures involving students must be initiated.
- Maintaining an effective public relations program for the special education and services provided by his department.

Job Qualifications and Related Facts

1. Master's degree; Administration and Supervision Certificate; six years of combined teaching and administrative experience.
2. Length of Contract: Twelve months with four weeks vacation.

POSITION DESCRIPTION

<i>Title</i> Principal	<i>Date</i> May 15, 1974
<i>Division/Department</i> Curriculum and Instruction	<i>Written by</i> R. O. Spalding & Associates

Basic Function — To oversee the total operation of a school building, which involves staff supervision, curriculum planning, student activities and building management, including lunchroom operation.

Duties and Responsibilities — This position reports directly to the Assistant Superintendent for Curriculum and Instruction and is responsible for:

- Assigning and supervising the entire building staff.
- Evaluating the staff and programs and initiating necessary improvements.
- Sharing with the central office administration the responsibility of recruiting, hiring and orienting all staff personnel.
- Providing necessary in-service training for entire staff.
- Supervising the school and extra-curricular activities of students and their conduct, safety, classification and promotion.
- Collaborating with school and community agencies available to guide and assist him and his staff.
- Maintaining student and other necessary records.
- Promptly preparing reports required by the Board and the State Department of Public Instruction.
- Requisitioning and maintaining necessary inventories of instructional and non-instructional supplies and equipment.
- Insuring that all Board policies, rules and regulations are followed, as well as those of State Department of Public Instruction and, where applicable, accrediting agencies.
- Maintaining effective communications with students, faculty, parents and the community through student councils, faculty and parent advisory groups, community organizations, etc.
- Managing all building budgets and extra-curricular funds.
- Keeping the Superintendent, Assistant Superintendents and their staffs informed of activities, needs and problems in the school, through participation in regular meetings and interim communications, as necessary.

Job Qualifications and Related Facts

1. Master's degree; Administration and Supervision certificate; seven, six and five years, for High School, Middle School and Elementary Principals, respectively, of combined teaching and/or administrative experience.
2. Length of contract:
 - a. Senior High Principal — 12 months, 4 weeks vacation
 - b. Middle School Principal — 212 days
 - c. Elementary Principal — 202 days

POSITION DESCRIPTION QUESTIONNAIRE

Name _____

Position Title _____

Department Division School _____

Name and Title of Supervisor _____

Length of Contract _____ Days Verified _____ Date _____

Vacation Allowed _____ Days _____

Present Contract _____ Basic _____ Extra _____ Extra _____ Total _____

Present Scale _____ Present Step _____

Job Experience:

Present Job _____ Years _____

Previous Assignments _____ Years _____

_____ Years _____

_____ Years _____

_____ Years _____

_____ Years _____

Years Experience Required for Present Position _____ Years _____

Educational Experience (check one) PHD _____

MA _____ + _____ hours

BA _____ + _____ hours

None _____

Comments:

Interviewed by _____ Date _____

JOB DUTIES AND RESPONSIBILITIES

(Check)

- ☐ Supervise staff
- ☐ Manage budget
- ☐ Establish budget
- ☐ Program planning
- ☐ Training staff
- ☐ Evaluating staff
- ☐ Evaluating program or Department performance
- ☒ Hiring staff (directly or in coordination with Personnel Dept.)
- ☐ Ordering materials and supplies
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Is there a job description for your job available? ☐ Yes ☐ No

Comments:

NUMBER OF STUDENTS (FTE)

Has direct or indirect responsibility for:

- ☐ Instructional achievement
- ☐ Providing services financial, personnel, Pupil Personnel, food, Transportation, Housing, etc.
- ☐ Curriculum planning
- ☐ Providing guidance and counseling
- ☐ Testing
- ☐ Other (describe)

Of _____ FTE Students Verified by _____

NUMBER OF STAFF

Has direct or indirect supervision of the following staff:
(list by job category)

Verified by _____

BUDGET

The budget responsibility in this job area is \$ _____

Verification: _____

DECISION MAKING

MAKES DECISIONS CONCERNING	CODE	CONSTANT	FREQUENT	INFREQUENT	SELDOM
New Policies				Y	
Racial Problems					
Disciplinary Actions for Employees					
Hiring and Firing					
Promoting and Demoting					
Changing Organization					
Establishing Budgets					
New Instructional Programs					
Changes in Rate Structure					
Disciplinary Actions for Students					
Purchasing Equip. & Supplies					
Authorizing Expenditures					
Transfer of Employees					
Who works for him					
Work Assignments					
Changing Work Procedures					
Requesting Services from other Departments					
Others					

RESPONSIBILITY AND ACCOUNTABILITY

HIS DECISIONS AFFECT:	CHECK THOSE APPLICABLE	CODE
Public Reaction		
Student Reaction		
Board Reaction		
Parent Reaction		
Employee Morale		
Student Morale		
Departmental Morale		
Financial Conditions		
New Instructional Programs		
Student Achievement		
Employee Efficiency		
Employee quality		
Federal or State Funds		
Other		

WORKING RELATIONSHIPS

Estimate number of contacts with Superior per week _____

per month _____

Does Superior seek your advice? _____

On What? _____

What Frequency? _____

Do you clear all decisions with your Superior? _____

If not, what per cent is cleared? _____ %

What influence do you have over Superior and his decisions? _____

Other Comments: _____

PUBLIC INVOLVEMENT

	EXTENSIVE	HEAVY	MODERATE	OCCASIONAL
Public Speaking				
Outside Meetings				
Television Appearances				
Radio Interviews				
State Meetings				
Attend Seminars				
Contact with General Public				
Contact with Students				
Contact with Parents				
Contact with Public Officials				
Other (Describe)				

MISCELLANEOUS QUESTIONS

What job inequities do you feel exist in this school system? _____

Do you see any problems with the organization? _____

Do you feel the present pay scale is adequate? _____

GENERAL COMMENTS

ACCOUNTABILITY – IMPACT OF DECISIONS

Level of Impact of Decisions on School System	EXPOSURE TO RISKS			
	1 Con- stant	2 Fre- quent	3 Infre- quent	4 Seldom
A	300	285	270	255
B	285	270	255	240
C	270	255	240	225
D	255	240	225	210
E	240	225	210	195
F	225	210	195	180
G	210	195	180	165
H	195	180	165	150
I	180	165	150	135
J	165	150	135	120
K	150	135	120	105

DECISION MAKING

Level of Complexity and Independence	1 Con- stant	2 Fre- quent	3 Infre- quent	4 Seldom
A	200	190	180	170
B	190	180	170	160
C	180	170	160	150
D	170	160	150	140
E	160	150	140	130
F	150	140	130	120
G	140	130	120	110
H	130	120	110	100
I	120	110	100	90
J	110	100	90	80
K	100	90	80	70

KNOWLEDGE AND EXPERIENCE

Years	Master's A	Bachelor's B	High School C
9 or more	175	155	130
8	160	140	115
7	145	125	100
6	130	110	85
5	115	95	70
4	100	80	55
3	85	65	40
2	70	50	25
1	55	35	10
0	40	20	0

NUMBER OF STUDENTS

STUDENTS	POINTS
2,000 and over	150
1,900 - 1,999	149
1,800 - 1,899	147
1,700 - 1,799	144
1,600 - 1,699	140
1,500 - 1,599	135
1,400 - 1,499	130
1,300 - 1,399	125
1,200 - 1,299	120
1,100 - 1,199	115
1,000 - 1,099	110
900 - 999	105
800 - 899	100
700 - 799	95
600 - 699	90
500 - 599	85
400 - 499	80
300 - 399	75
200 - 299	70

Add .15 points for each Special Education and Low Income Family Student to a maximum of 80 points. In Special Education the TMR, ED, HH, PH, and DB students will be given double weight.

NUMBER OF STAFF

STAFF	POINTS
0	0
1-4	5
5-9	10
10-14	15
15-19	20
20-24	27
25-29	34
30-34	41
35-39	48
40-44	55
45-49	62
50-54	69
55-59	76
60-69	82
70-79	88
80-89	94
90-99	100
100-109	106
110-119	112
120-129	118
130-139	124
140 and over	130

Exhibit VIIf

WORKING RELATIONSHIPS

LEVEL OF SUPERIOR	POINTS
Board of School Trustees	120
Superintendent	105
Assistant Superintendent	90
Director I and Principals	80
Director II	70
Director III	60
Associate Director	50
Coordinator	40
Supervisors and Chiefs	30

Exhibit VIIg

PUBLIC INVOLVEMENT

INVOLVEMENT LEVEL	POINTS
A	75
B	65
C	55
D	45
E	35
F	25
G	15

Exhibit VIIh

AMOUNT OF BUDGET

BUDGET IN M'S	POINTS
\$4,001 and over	50
1,501 - 4,000	45
901 - 1,500	40
601 - 900	35
401 - 600	30
251 - 400	25
151 - 250	20
76 - 150	15
25 - 75	10
*under \$25	5
* Must be over 0 to qualify	

POSITION RATING

Date: May, 1974

TITLE: SUPERINTENDENT		POINTS
1.	<i>Accountability-Impact of Decisions</i> — Incumbent's decisions are of Level A impact on the school system and involve almost constant exposure to risks.	300
2.	<i>Decision Making</i> — Constantly makes decisions at Level A of complexity.	200
3.	<i>Knowledge and Experience</i> — Superintendent's certificate which specifies a Master's degree plus 30 semester hours; ten years of combined teaching, supervisory and administrative experience. A-9	175
4.	<i>Number of Students</i> — Responsible for the instructional achievements of all students in the school system.	230
5.	<i>Number of Staff</i> — Responsible for entire school corporation staff.	130
6.	<i>Working Relationships</i> — Directly accountable to the Board of School Trustees. Level A.	120
7.	<i>Public Involvement</i> — Level A of involvement	75
8.	<i>Amount of Budget</i> — Responsible for the entire school corporation expenditures of approximately \$27,000,000.	50
TOTAL		1,280
RATE GROUP		